

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**Job Role: Documentation Assistant**

(QUALIFICATION PACK: Ref. Id. LSC/Q1122)

**SECTOR: Logistics**

**Classes 11 and 12**

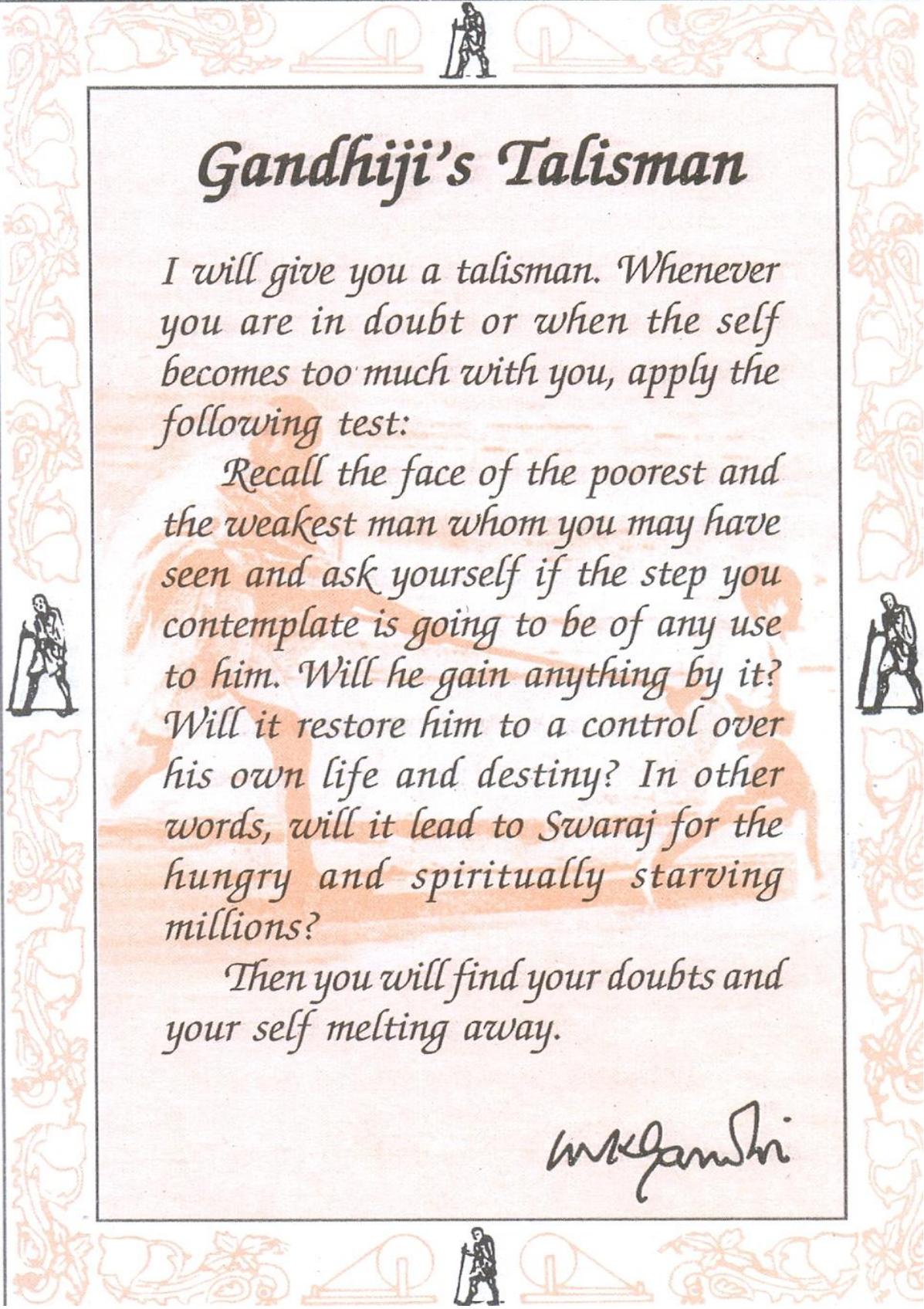


**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

(a constituent unit of NCERT, under MHRD, Government of India)

**Shyamla Hills, Bhopal- 462 013, M.P., India**

<http://www.psscive.ac.in>



## Gandhiji's Talisman

*I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:*

*Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?*

*Then you will find your doubts and your self melting away.*

*M.K. Gandhi*

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CURRICULUM**

**Logistics-Documentation Assistant**

**June, 2017**

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**Published by:**

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## FOREWORD

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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 learning outcome based curricula is to bring about the improvement in teaching-learning process and working competences through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of Documentation Assistant. The curriculum has been developed for the higher secondary students of vocational stream and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

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

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

Hrushikesh Senapaty  
*Director*  
*National Council of Education Research and Training*

# PREFACE

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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 fulfil 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 fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware 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 courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Rashtriya Madhyamik Shiksha 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 courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21<sup>st</sup> century.

RAJESH P. KHAMBAYAT  
*Joint Director*  
*PSS Central Institute of Vocational Education*

## ACKNOWLEDGEMENTS

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On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) and the officials of the Ministry of Human Resource Development (MHRD), Government of India for the financial support to the project for development of curricula.

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of RMSA, MHRD, RMSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and Logistics Skill Council (LSC) for their academic support and cooperation.

We are thankful to the course coordinator P. Veeraiah and experts for their untiring efforts and contributions in the development of this learning outcome based curriculum. Their names are acknowledged in the list of contributors. We are also thankful to L. N. Verma, Retired Professor, National Institute of Technical Teachers Training Institute, Shyamla Hills, Bhopal and B. L. Gupta Professor, Department of Management, National Institute of Technical Teachers Training Institute, Shyamla Hills, Bhopal, reviewed the curriculum.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cell (PPMC) and Dipak Shudhalwar, Associate Professor, Department of Engineering & Technology, PSSCIVE in development of the curriculum for the employability skills and Nidhi Gupta, Consultant, Department of Business and Commerce, PSSCIVE, Bhopal, in development of the curriculum for the vocational skills are duly acknowledged.

We acknowledge the assistance provided by J. M. Wallace, Computer Operator Grade II in typing and composing of the material.

PSSCIVE Team

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# 1. COURSE OVERVIEW

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## **COURSE TITLE: Logistics – Documentation Assistant**

Warehouses are vital components of the distribution logistic and have a significant role in the supply chain at national and international level. Warehousing is often confused with 'storage' but it encompasses sorting, packaging, labelling, safety/quarantine treatments (pest control, fumigation, etc.) also, along with safe storage of goods. For becoming a successful Inventory Clerk, the understanding and skills in warehousing and inventory are necessary.

Documentation Assistants are also known as transportation assistants. Individuals in this role are responsible for carrying out the paperwork required for dispatching outbound trucks and checking the documents while receiving inbound trucks so that they comply with business and legal requirements.

Storage of goods is as important as the manufacturing, marketing and transportation of goods. Storage involves receipt, identification, verification, sorting, putting away and retrieval for issue and even maintenance of goods. Thus, warehousing is a combination of number of activities performed in accordance with each other.

Storage is an essential activity for many business enterprises. Goods are stored to avoid sudden shortage. In order to avoid the situation such as price rise or sudden surge in demand, warehousing of goods is a good scheme. Raw material also needs to be stored so as to ensure uninterrupted supplies during a production cycle.

After completion of this course the learner would be able to work as Documentation Assistant to look after paper work. He/she will be able to work well with his/her team and achieve joint goals and also able to prioritize and execute tasks within scheduled time limits. The individual should be able to maintain high concentration levels throughout his/her shift.

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

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system;
- Demonstrate the basic skills of using computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- Identify and demonstrate safe use of hand and power tools/equipment used in warehouses;
- Carry out housekeeping activities in the warehouses.
- Carry out safety, security and maintenance in warehousing and storage.
- Determine generic skills of document processing in warehouse and storage.
- Show professional skills of documentation assistant in warehousing and storage.
- Understand significance of document, warehousing, labelling, coding, signage and packing standards;
- Roles and responsibilities of documentation assistant and other colleague at the floor ;
- Complete the post documentation activities

- Administer first aid to a casualty with small cuts, grazes, bruises, external bleeding, minor burns and scalds

**COURSE REQUIREMENTS:** The learner should have the basic knowledge of Warehouse and Logistics.

**COURSE LEVEL:** This is an intermediate level course. On completion of this course, a student can take up diploma or degree level course.

**COURSE DURATION: 600 hrs.**  
 Class 11 : 300 hrs.  
 Class 12 : 300 hrs.

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**Total : 600 hrs.**

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## 2. SCHEME OF UNITS

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

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

<b>CLASS 11</b>			
<b>Units</b>		<b>No. of Hours for Theory and Practical 300</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills -III	25	10
	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	
	<b>Total</b>	<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Basics of Supply Chain and Logistics	42	40
	Unit 2: Documentation assistant Basics	41	
	Unit 3: Outbound goods	40	
	Unit 4: Outbound documentation	42	
	<b>Total</b>	<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10

	Viva Voce	05	05
		<b>15</b>	<b>15</b>
	<b>Total</b>	<b>300</b>	<b>100</b>

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

<b>CLASS 12</b>			
<b>Units</b>		<b>No. of Hours for Theory and Practical 300</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills - IV	25	10
	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	
	<b>Total</b>	<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Inbound Goods	41	40
	Unit 2: Inbound Documentation	41	
	Unit 3: Challenges in documentation	41	
	Unit 4: Health, Safety and Security Measures	42	
	<b>Total</b>	<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		<b>15</b>	<b>15</b>
	<b>Total</b>	<b>300</b>	<b>100</b>

### 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 or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

## PRACTICAL WORK IN LABORATORY/WORKSHOP

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

## FIELD VISITS/ EDUCATIONAL TOUR

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

## 4. ASSESSMENT AND CERTIFICATION

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

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

### KNOWLEDGE ASSESSMENT (THEORY)

**Knowledge Assessment** should include two components: one comprising of internal assessment and second an external examination, including theory examination to be

conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

**WRITTEN TEST**

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

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

**Duration: 3 hrs**

**Max. Mark: 40**

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	<b>Total</b>	<b>5x1=5</b>	<b>10x2=20</b>	<b>5x3=15</b>	<b>40 (20 questions)</b>

**SKILL ASSESSMENT (PRACTICAL)**

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not

yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

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

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

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

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

## 5. UNIT CONTENTS

### CLASS 11

#### Part A: Employability Skills

Sl. No.	Skills	Class 11
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
<b>Total</b>		<b>110</b>

<b>Unit 1: Communication Skill - III</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>
1. Demonstrate knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	<b>05</b>
2. Identify specific communication styles	1. Communication styles- assertive, aggressive, passive-aggressive, submissive, etc.	1. Observing and sharing communication styles of friends, teachers and family members and adapting the best practices 2. Role plays on communication styles.	<b>10</b>
3. Demonstrate basic writing skills	1. Writing skills to the following: • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	<b>10</b>
<b>Total</b>			<b>25</b>

<b>Unit 2: Self-management Skills – III</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>
1. Demonstrate impressive appearance and grooming	1. Describe the importance of dressing appropriately, looking decent and positive body language 2. Describe the term grooming 3. Prepare a personal grooming checklist 4. Describe the techniques of self-exploration	1. Demonstration of impressive appearance and groomed personality 2. Demonstration of the ability to self- explore	<b>10</b>
2. Demonstrate team work skills	1. Describe the important factors that influence in team building 2. Describe factors influencing team work	1. Group discussion on qualities of a good team 2. Group discussion on strategies that are adopted for team building and team work	<b>10</b>
3. Apply time management strategies and techniques	1, 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.	1. Game on time management 2. Checklist preparation 3. T o-do-list preparation	<b>05</b>
<b>Total</b>			<b>25</b>

<b>Unit 3: Information and Communication Technology Skills - III</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Total Duration (20 Hrs)</b>
1. Create a document on word processor	1. Introduction to word processing. 2. Software packages for word processing. 3. Opening and exiting the word processor. 4. Creating a document	1. Demonstration and practice of the following: <ul style="list-style-type: none"> <li>• Listing the features of word processing</li> <li>• Listing the software packages for word processing</li> <li>• Opening and exit the word processor</li> <li>• Creating a document</li> </ul>	<b>10</b>
2. Edit, save and print a document in word processor	1. Editing text 2. Wrapping and aligning the text 3. Font size, type and	1. Demonstration and practising the following: <ul style="list-style-type: none"> <li>• Editing the text</li> <li>• Word wrapping and</li> </ul>	<b>10</b>

	face. 4. Header and Footer 5. Auto correct 6. Numbering and bullet 7. Creating table 8. Find and replace 9. Page numbering. 10. Printing document. 11. Saving a document in various formats.	alignment <ul style="list-style-type: none"> <li>• Changing font type, size and face</li> <li>• Inserting header and footer</li> <li>• Removing header and footer</li> </ul> 1. Using autocorrect option 2. Insert page numbers and bullet 3. Save and print a document	
<b>Total</b>			<b>20</b>

<b>Unit 4: Entrepreneurial Skills - III</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>
1. Describe the significance of entrepreneurial values and attitude	1. Values in general and entrepreneurial values 2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work	1. Listing of entrepreneurial values by the students. 2. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur 3. Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments	<b>10</b>
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	1. Attitudes in general and entrepreneurial attitudes 2. Using imagination/ intuition 3. Tendency to take moderate risk 4. Enjoying freedom of expression and action 5. Looking for economic opportunities 6. Believing that we can change the environment 7. Analyzing situation and planning action 8. Involving in activity	1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude 2. Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities like thematic appreciation test 3. Preparing a short write-up on "who am I" 4. Take up a product and suggest how its features can be improved 5. Group activity for suggesting brand names, names of enterprises, etc.	<b>15</b>
<b>Total</b>			<b>25</b>

<b>Unit 5: Green Skills - III</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (08 hrs)</b>	<b>Total Duration (15 Hrs)</b>
1. Describe importance of main sector of green economy	1. Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management 2. Policy initiatives for greening economy in India	1. Preparing a poster on any one of the sectors of green economy 2. Writing a two-page essay on important initiatives taken in India for promoting green economy	<b>08</b>
2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy	1. Stakeholders in green economy 2. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	<b>07</b>
<b>Total</b>			<b>15</b>

## Part B: Vocational Skills

<b>Sl. No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
1.	Logistics and Supply Chain Basics	42
2.	Documentation Assistant Basics	41
3.	Outbound Goods	40
4.	Outbound Documentation	42
	<b>Total</b>	<b>165</b>

<b>Unit 1: Logistics and Supply Chain Basics</b>			
<b>Learning Outcome</b>	<b>Theory (19 hrs)</b>	<b>Practical (23 hrs)</b>	<b>Total Duration (42 Hrs)</b>
1. Define logistics and Supply Chain	1. Meaning of logistics and supply chain 2. Function Logistics and Supply chain 3. Importance of supply chain and logistics 4. Discuss logistics linkage in supply chain management	1. Prepare a chart showing basic functions and requirements of Supply chain and Logistics 2. Visit to a warehouse to understand of various functions of the logistics and prepare a short report on that	<b>11</b>

<b>Unit 1: Logistics and Supply Chain Basics</b>			
<b>Learning Outcome</b>	<b>Theory (19 hrs)</b>	<b>Practical (23 hrs)</b>	<b>Total Duration (42 Hrs)</b>
2. Explain Basics of Inventory	<ol style="list-style-type: none"> <li>1. Meaning of Inventory</li> <li>2. Explain different types of Inventory and its importance</li> <li>3. Explain the various inventory classifications techniques</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between the types of inventory in a given situation</li> <li>2. Prepare a presentation on types and importance of inventory</li> </ol>	<b>11</b>
3. Describe activities of logistic operations	<ol style="list-style-type: none"> <li>1. Major activities that are performed inside a warehouse</li> <li>2. Operations in warehouse and their importance in the effective logistics</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between the various activities performed in the warehouse</li> <li>2. List out the importance of warehouse operations in effective logistics in the chart form</li> </ol>	<b>10</b>
4. Describe Basics of documentation assistant	<ol style="list-style-type: none"> <li>1. About the warehouse management system</li> <li>2. Explain the various functions / operations of the warehouse</li> <li>3. Employment opportunities for in the industry</li> <li>4. Prerequisites of documentation assistant</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit to a warehouse and differentiate between various functions of warehouse</li> <li>2. Prepare a chart of role and responsibility of documentation assistant</li> </ol>	<b>10</b>
<b>Total</b>			<b>42</b>

<b>Unit 2: Documentation Assistant Basics</b>			
<b>Learning Outcome</b>	<b>Theory (17 hrs)</b>	<b>Practical (24 hrs)</b>	<b>Total Duration (41 Hrs)</b>
1. Describe duties and responsibilities of documentation assistant	<ol style="list-style-type: none"> <li>1. Activities of warehouse services and importance of warehouse service</li> <li>2. Organizational structure in transportation industry</li> <li>3. Employment opportunities for in the industry</li> <li>4. Roles and responsibility of documentation assistant</li> <li>5. Functions involved for documentation assistant</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform the duties of documentation assistant in a given situation</li> </ol>	<b>13</b>

	6. Layout of warehouse & operations Involved 7. Prerequisites of joining the industry		
2. Prepare for collecting information	1. Meaning of schedule 2. Importance of schedule in logistics 3. Work schedule from the transport manager for the day 4. Route, weight of the load and type of trucks 5. Standard format of documentation checklist of the consignment 6. Organisational products and its procedures	1. Prepare schedule for work for the day. 2. Prepare the checklist for documentation	<b>12</b>
3. Prepare for processing documentation	1. Use of computer systems 2. Intranet as per company 3. Company software for dealing with documentation 4. Printer and its settings	1. Switch on the computer and login using given company credentials. 2. Switch on printer, check ink levels in cartridge, refill/change if required and ensure that the printer is in working condition by taking sample printout	<b>08</b>
4. Compile documentation	1. Standard Operating Procedures (SOPs) and how to react in emergencies. 2. Required documents 3. Transport companies and the organization works with and their processes 4. Required material for documentation	1. Prepare the list of required documents and the number of copies needed.	<b>08</b>
<b>Total</b>			<b>41</b>

<b>Unit 3: Outbound Goods</b>			
<b>Learning Outcome</b>	<b>Theory (17 hrs)</b>	<b>Practical (23 hrs)</b>	<b>Total Duration (40 Hrs)</b>
1.Outline outbound goods	1. Meaning of outbound goods 2. Objectives of outbound logistics 3. Storage of	1. Store the outbound good in a given situation	<b>10</b>

<b>Unit 3: Outbound Goods</b>			
<b>Learning Outcome</b>	<b>Theory (17 hrs)</b>	<b>Practical (23 hrs)</b>	<b>Total Duration (40 Hrs)</b>
	outbound goods 4. The outbound process		
2. Explain distribution and sorting of outbound goods	1. Channels of distribution of outbound good 2. Delivery optimisation 3. Sorting outbound goods	1. Sort the outbound goods as per the distribution channels required for specific goods	<b>10</b>
3. Describe Outbound logistics services	1. Advantages of outbound logistics 2. Outbound logistics services	1. Prepare a chart of outbound logistic services and its advantages	<b>10</b>
4. Demonstrate the Testing outbound goods	1. Testing of outbound goods 2. Inspection checklist for outbound goods 3. Selection of outbound goods in the staging area 4. Methods of inspection 5. Factors affecting outbound lot size	1. Test the outbound goods in a given situation	<b>10</b>
<b>Total</b>			<b>40</b>

<b>Unit 4: Outbound Documentation</b>			
<b>Learning Outcome</b>	<b>Theory (19 hrs)</b>	<b>Practical (23 hrs)</b>	<b>Total Duration (42 Hrs)</b>
1. Identify the required document	1. Meaning of documents 2. Types of documents 3. Requirements of documents 4. Importance of documents	1. Distinguish documents required for exports with other documents in a given situation 2. Prepare a list of documents used for interstate movement of goods	<b>10</b>
2. Prepare documentation for outbound consignments	1. Steps involved in preparing documents 2. Do's and Don'ts while preparing documents 3. Parameters and	1. Prepare 5 copies of the Lorry Receipt (LR) or Goods Consignment (GC) note after receiving	<b>16</b>

<b>Unit 4: Outbound Documentation</b>			
<b>Learning Outcome</b>	<b>Theory (19 hrs)</b>	<b>Practical (23 hrs)</b>	<b>Total Duration (42 Hrs)</b>
	<p>considerations before scheduling activities</p> <ol style="list-style-type: none"> <li>4. Prioritize the activities for the day</li> <li>5. Agreements</li> </ol>	<p>the customer order to be distributed as per company policy.</p> <ol style="list-style-type: none"> <li>2. Based on the information contained in the LR, update details regarding the load and the destination into the computer.</li> <li>3. Combine different loads onto a truck for trans shipment based on common destination and the truck's maximum load capacity.</li> <li>4. Prepare an agreement sheet to be given at the destination along with the consignment.</li> </ol>	
<ol style="list-style-type: none"> <li>3. Evaluate documentation for outbound consignments</li> </ol>	<ol style="list-style-type: none"> <li>1. Transit insurance forms, tax and other permits forms required</li> <li>2. Standard outbound documentation checklist</li> <li>3. Dispatch and goods loaded.</li> <li>4. End customer, destination, proposed route, transport regulations, formalities at check posts</li> </ol>	<ol style="list-style-type: none"> <li>1. Verify the document with the given checklist and report the discrepancy if any</li> <li>2. Confirm with the dispatcher that the truck's destination and goods loaded have been verified and report that in a given situation</li> <li>3. Brief the truck driver on the end customer, destination, proposed route, transport regulations, formalities at check posts. Handover the cash and required documents to him in order to begin the journey in a given situation</li> <li>4. Get the truck driver's signature on a form (and all</li> </ol>	<b>16</b>

<b>Unit 4: Outbound Documentation</b>			
<b>Learning Outcome</b>	<b>Theory (19 hrs)</b>	<b>Practical (23 hrs)</b>	<b>Total Duration (42 Hrs)</b>
		other forms as required), confirming that the goods, cash for the journey and all the documents needed for the journey have been received in a given situation	
<b>Total</b>			<b>42</b>

## CLASS 12

### Part A: Employability Skills

<b>Sl. No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
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
	<b>Total</b>	<b>110</b>

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

<b>Unit 2: Self-management Skills – IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>
1. Describe the various factors influencing self-motivation	1. Finding and listing motives (needs and desires); 2. Finding sources of motivation and inspiration (music, books, activities);expansive thoughts; living fully in the present moment; dreaming big	1.Group discussion on identifying needs and desire 2. Discussion on sources of motivation and inspiration	<b>10</b>
2. Describe the basic personality traits, types and disorders	1. Describe the meaning of personality 2. Describe how personality influence others 3. Describe basic personality traits 4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive	1. Demonstrate the knowledge of different personality types	<b>15</b>
<b>Total</b>			<b>25</b>

<b>Unit 3: Information and Communication Technology Skills - IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>
1. Perform tabulation using spreadsheet application	1. Introduction to spreadsheet application 2. Spreadsheet applications 3. Creating a new worksheet 4. Opening workbook and entering text 5. Resizing fonts and styles 6. Copying and moving 7. Filter and sorting 8. Formulas and functions 9. Password protection. 10. Printing a spreadsheet. 11. Saving a spreadsheet in various formats.	1. Demonstration and practice on the following: <ul style="list-style-type: none"> <li>• Introduction to the spreadsheet application</li> <li>• Listing the spreadsheet applications</li> <li>• Creating a new worksheet</li> <li>• Opening the workbook and enter text</li> <li>• Resizing fonts and styles</li> <li>• Copying and move the cell data</li> <li>• Sorting and Filter the data</li> <li>• Applying elementary formulas and functions</li> <li>• Protecting the spreadsheet with password</li> <li>• Printing a spreadsheet</li> <li>• Saving the spreadsheet in various formats.</li> </ul>	<b>10</b>
2. Prepare	1. Introduction to	1. Demonstration and	

presentation using presentation application	<p>presentation</p> <ol style="list-style-type: none"> <li>2. Software packages for presentation</li> <li>3. Creating a new presentation</li> <li>4. Adding a slide</li> <li>5. Deleting a slide</li> <li>6. Entering and editing text</li> <li>7. Formatting text</li> <li>8. Inserting clipart and images</li> <li>9. Slide layout</li> <li>10. Saving a presentation</li> <li>11. Printing a presentation document.</li> </ol>	<p>practice on the following:</p> <ul style="list-style-type: none"> <li>• Listing the software packages for presentation</li> <li>• Explaining the features of presentation</li> <li>• Creating a new presentation</li> <li>• Adding a slide to presentation.</li> <li>• Deleting a slide</li> <li>• Entering and edit text</li> <li>• Formatting text</li> <li>• Inserting clipart and images</li> <li>• Sliding layout</li> <li>• Saving a presentation</li> <li>• Printing a presentation document</li> </ul>	<b>15</b>
<b>Total</b>			<b>25</b>

**Unit 4: Entrepreneurial Skills - IV**

<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>
1. Identify the general and entrepreneurial behavioural competencies	<ol style="list-style-type: none"> <li>1. Barriers to becoming entrepreneur</li> <li>2. Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity</li> </ol>	<ol style="list-style-type: none"> <li>1. Administering self-rating questionnaire and score responses on each of the competencies</li> <li>2. Collect small story/ anecdote of prominent successful entrepreneurs</li> <li>3. Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies</li> <li>4. Preparation of competencies profile of students</li> </ol>	<b>10</b>
2. Demonstrate the knowledge of self-assessment of behavioural competencies	<ol style="list-style-type: none"> <li>1. 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,</li> </ol>	<ol style="list-style-type: none"> <li>1. Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and</li> </ol>	<b>15</b>

<b>Unit 4: Entrepreneurial Skills - IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>
	information seeking, persistence, influencing and negotiating, team building	creativity	
<b>Total</b>			<b>25</b>

<b>Unit 5: Green Skills - IV</b>			
<b>Learning Outcome</b>	<b>Theory (05 hrs)</b>	<b>Practical (10 hrs)</b>	<b>Total Duration (15 Hrs)</b>
1. Identify the role and importance of green jobs in different sectors	<ol style="list-style-type: none"> <li>1. Role of green jobs in toxin-free homes,</li> <li>2. Green organic gardening, public transport and energy conservation,</li> <li>3. Green jobs in water conservation</li> <li>4. Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes,</li> <li>5. Green jobs in green tourism</li> <li>6. Green jobs in building and construction</li> <li>7. Green jobs in appropriate technology</li> <li>8. Role of green jobs in Improving energy and raw materials use</li> <li>9. Role of green jobs in limiting greenhouse gas emissions</li> <li>10. Role of green jobs minimizing waste and pollution</li> <li>11. Role of green jobs in protecting and restoring ecosystems</li> <li>12. Role of green jobs in support adaptation to the effects of climate change</li> </ol>	<ol style="list-style-type: none"> <li>1. Listing of green jobs and preparation of posters on green job profiles</li> <li>2. Prepare posters on green jobs.</li> </ol>	<b>15</b>

## Part B: Vocational Skills

<b>Sl. No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
1.	Inbound Goods	41
2.	Inbound Documentation	41
3.	Challenges in Documentation	41
4.	Health, Safety and Security Measures	42
	<b>Total</b>	<b>165</b>

<b>Unit 1: Inbound Goods</b>			
<b>Learning Outcome</b>	<b>Theory (17 hrs)</b>	<b>Practical (24 hrs)</b>	<b>Total Duration (41 Hrs)</b>
1. Outline inbound goods	<ol style="list-style-type: none"> <li>1. Meaning of inbound goods</li> <li>2. Objectives of inbound logistics</li> <li>3. Storage of inbound goods</li> <li>4. The outbound process</li> </ol>	1. Store the inbound good in a given situation	<b>10</b>
2. Explain distribution and sorting of inbound goods	<ol style="list-style-type: none"> <li>1. Channels of distribution of inbound good</li> <li>2. Delivery optimisation</li> <li>3. Sorting inbound goods</li> </ol>	1. Sort the inbound goods as per the distribution channels required for specific goods	<b>8</b>
3. Describe inbound logistics services	<ol style="list-style-type: none"> <li>1. Advantages of inbound logistics</li> <li>2. Inbound logistics services</li> </ol>	1. Prepare a chart of inbound logistic services and its advantages	<b>8</b>
4. Demonstrate the Testing inbound goods	<ol style="list-style-type: none"> <li>1. Testing of inbound goods</li> <li>2. Inspection checklist for inbound goods</li> <li>3. Selection of inbound goods in the staging area</li> <li>4. Methods of inspection</li> <li>5. Factors affecting inbound lot size</li> </ol>	1. Test the inbound goods in a given situation	<b>15</b>
<b>Total</b>			<b>41</b>

<b>Unit 2: Inbound Documentation</b>			
<b>Learning Outcome</b>	<b>Theory (17 hrs)</b>	<b>Practical (24 hrs)</b>	<b>Total Duration (41 hrs)</b>
1. Identify the required document	<ol style="list-style-type: none"> <li>1. Meaning of documents</li> <li>2. Types of documents</li> <li>3. Requirements of documents</li> <li>4. Importance of documents</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish documents required for exports with other documents in a given situation</li> <li>2. Prepare a list of documents used for interstate movement of goods</li> </ol>	<b>11</b>
2. Prepare documentation for inbound consignments	<ol style="list-style-type: none"> <li>1. Steps involved in preparing documents</li> <li>2. Do's and Don'ts while preparing documents</li> <li>3. Parameters and</li> </ol>	1. Receive the signed agreement sheet for the inbound consignment from the receiving assistant	<b>15</b>

<b>Unit 2: Inbound Documentation</b>			
<b>Learning Outcome</b>	<b>Theory (17 hrs)</b>	<b>Practical (24 hrs)</b>	<b>Total Duration (41 hrs)</b>
	considerations before scheduling activities 4. Prioritize the activities for the day 5. Agreement sheet for inbound consignment 6. Reports, cost sheets, receiving document	in a given situation 2. Prepare an arrival report and cost sheet based on the agreement sheet and accounts given 3. Perform the role of documentation assistant and prepare the goods received document, get it signed by the concerned authorities and hand it over to the driver in a given situation	
3. Evaluate documentation for inbound consignments	1. Forms required such as Receive damage claim forms, forms for replacement of goods, etc. 2. Standard inbound documentation checklist 3. Unloading and goods. 4. Receiving document 5. Meaning and importance of Invoices	1. Prepare the goods received document, get it signed by the concerned authorities and hand it over to the driver in a given situation 2. In a given situation perform a role of documentation assistant and verify that the cash for the return journey and all the documents needed for the journey have been received. person/company for processing 3. Using the information entered in the system by the documentation assistant, prepare the invoices and send to accounts payable section	<b>15</b>
<b>Total</b>			<b>40</b>

<b>Unit 3: Challenges in Documentation</b>			
<b>Learning Outcome</b>	<b>Theory (17 hrs)</b>	<b>Practical (24 hrs)</b>	<b>Total Duration (41 Hrs)</b>

<b>Unit 3: Challenges in Documentation</b>			
<b>Learning Outcome</b>	<b>Theory (17 hrs)</b>	<b>Practical (24 hrs)</b>	<b>Total Duration (41 Hrs)</b>
1. Complete post documentation activities	<ol style="list-style-type: none"> <li>Standard procedure for documentation and its significance</li> <li>Checklist for all the documents required in logistics</li> </ol>	<ol style="list-style-type: none"> <li>Mock drill for documentation procedure in a given situation</li> </ol>	<b>10</b>
2. Resolve Documentation issue	<ol style="list-style-type: none"> <li>Manage calls documentation related issues at check posts or with police.</li> <li>problem at a work place and finding out solutions</li> <li>Resolution of issues with the help of concerned authorities</li> <li>Manage the workforce.</li> </ol>	<ol style="list-style-type: none"> <li>Attend to calls from the driver if there are any documentation related issues at check posts or with police in a given situation</li> <li>Play a role of documentation assistant and understand the problem and explain to the driver how to handle the situation</li> </ol>	<b>11</b>
3. Compile details and report to management	<ol style="list-style-type: none"> <li>Documents prepared for each inbound and outbound consignment.</li> <li>Feed all the details in the computer system.</li> <li>Communication for missed or delayed deliveries.</li> <li>Preparation of reports on any documentation issues such as trucks en route, delayed deliveries, missed deliveries, etc.</li> </ol>	<ol style="list-style-type: none"> <li>Note down details regarding the documentation prepared for each inbound and outbound consignment</li> <li>Update all the given details in the computer system using school laboratory computers</li> <li>Prepare reports on any documentation issues faced by trucks en route, delayed deliveries, missed deliveries, etc. in a given situation</li> </ol>	<b>15</b>
4. Organise workspace	<ol style="list-style-type: none"> <li>Save data, safely log off and switch off the computer.</li> <li>Dispose of documents</li> <li>Clean of work area and ready for the next work for the day.</li> </ol>	<ol style="list-style-type: none"> <li>Perform save given data, safely log off and switch off the computer</li> <li>Identify and dispose documentation which is no longer valid or not required</li> </ol>	<b>05</b>
<b>Total</b>			<b>40</b>

<b>Unit 4: Health, Safety and Security Measures</b>			
<b>Learning Outcome</b>	<b>Theory (18 hrs)</b>	<b>Practical (24 hrs)</b>	<b>Total Duration (42 Hrs)</b>
1. <i>Monitor the Safety Regulations and Procedures in case of fire hazards and bio hazards</i>	<ol style="list-style-type: none"> <li>1. Warehouse safety procedures</li> <li>2. Workplace health and safety responsibilities.</li> <li>3. Type of Accident and emergency in the warehouse</li> <li>4. Health risk in the warehouse for documentation assistant</li> <li>5. Techniques for safe handling</li> <li>6. Reasons of occurrence of accidents</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a chart contains the warehouse safety procedure</li> <li>2. Visit at least two warehouses to see how it differs with one another and prepare a list</li> <li>3. Identify the workplace health and safety responsibilities in a given situation</li> <li>4. Classify the accident and emergency in the warehouse</li> <li>5. Visit at least two warehouses and identify the health risk in the warehouse for documentation assistant</li> <li>6. Demonstrate the Warehouse Safety procedures in a given situation</li> </ol>	<b>12</b>
2. Identify the protective personal equipment	<ol style="list-style-type: none"> <li>1. Meaning of protective personal equipment</li> <li>2. Types of protective personal equipment</li> <li>3. Use of protective personal equipment</li> <li>4. Rules of warehouse floor regarding distance between personnel and area allotment</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the protective personal equipment and prepare a chart</li> <li>2. Demonstrate the use of protective personal equipment</li> <li>3. Prepare a chart showing floor rules and area allotted to work</li> </ol>	<b>10</b>
3. Follow the organization procedure with respect to security, material handling and accidents	<ol style="list-style-type: none"> <li>1. Organizational procedure of security</li> <li>2. Organizational procedure for material handling</li> <li>3. Organizational procedure for accidents</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the organizational procedure of security</li> <li>2. Visit a warehouse and observe the organizational procedure for material handling and prepare a report</li> <li>3. Handle the organizational procedure for accidents</li> </ol>	<b>10</b>
4. Recognize and report unsafe conditions and conduct visual inspection	<ol style="list-style-type: none"> <li>1. Meaning of unsafe conditions in warehouse</li> <li>2. Adhere to standardized operating procedure</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a warehouse and identify the unsafe conditions in warehouse and prepare a report</li> <li>2. Prepare a PPT presentation on</li> </ol>	<b>10</b>

<b>Unit 4: Health, Safety and Security Measures</b>			
<b>Learning Outcome</b>	<b>Theory (18 hrs)</b>	<b>Practical (24 hrs)</b>	<b>Total Duration (42 Hrs)</b>
	of warehouse 3. Visual inspection of activity area and equipment's	standardized operating procedure of warehouse and submit	
<b>Total</b>			<b>42</b>

## 6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a warehouse and observe the following: Location, Site, Office building, bin, Entry & Exit gate, Store, Gate and fencing. During the visit, students should obtain the following information from the Owner /Supervisor / Manager of the warehouse:

1. Area under warehouse and its layout
2. Types of products entered in warehouse
3. Type of storage bins
4. Various equipment's used at warehouse
5. Documents used at the time of arrival and dispatch of goods
6. Sale procedure
7. Manpower engaged
8. Total expenditure of warehouse
9. Total annual income
10. Profit/Loss (Annual)
11. Any other information

## 7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

### A. Training Material inside Lab

1. Charts of handling equipment's
2. Charts of marks and labels used on packages and boards
3. Samples of inventory
4. Instruments used for opening packages and resealing packages like cutters and strapping machines, clips etc.
5. Unitization devices such as pallets and packing net, PPE and MHE.

6. Sample copies of warehouse register format used by Inventory clerk for learning data entry and data check
7. Sample formats as given in the student's handbook
8. Prepare the charts of organizational hierarchy and process charts (as included in the student's handbook)

**B. Equipment's to be seen during Field Visit**

1. Sample documents
  - o Pick list, BOM,
  - o Transportation/Truck Schedules,
  - o Inventory record sheet
2. Sample SOP documents
  - o MHE – Forklift,
  - o Stackers,
  - o reach trucks,
  - o HOPT, BOPT etc.
3. IT Systems
  - o Barcode
  - o scanners,
  - o Wi-Fi systems
4. Material Handling Equipment
  - o HOPT,
  - o BOPT,
  - o Stacker,
  - o ladder,
  - o Forklift etc.
5. Pallets, Totes, Storage Bins
6. Shrink wraps, Dunnage
7. Storage racks
8. Basic 5s charts
  - o Sample Inventory tracking sheet,
  - o Sample Inventory records,
  - o Requisition forms,
  - o Incident reports etc.
9. First Aid Kit
10. Safety and security equipment's on site
  - o *Fire extinguisher*
  - o *Security cameras*
  - o *LCD screens*
  - o *Safety sign boards*
  - o *Personal protective equipment's (PPE) like gloves, helmets, ear plugs, jackets, harness, boiler suit etc.*
  - o *Locking systems*
11. Housekeeping equipment's on site
  - o *Vacuum cleaner*
  - o *Mops*
  - o *Cleaning chemicals*
  - o *Cleaning Robots*
  - o *Air purifiers*
  - o *Filtering machines*
  - o *Spill Absorbents*

1. Waste disposal equipment's such as scrap bins, recyclers, waste processing machines etc.
2. Any other equipment mentioned in the student's manual can be sighted during the field visit

### C. Teaching/Training Aids

1. Computer
2. LCD Projector
3. Projection Screen
4. White/Black Boards
5. Flip Charts

## 8. VOCATIONAL TEACHER'S/ TRAINER'S QUALIFICATION AND GUIDELINES

**Q**ualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

S.No.	Qualification	Minimum Competencies	Age Limit
1.	Graduate or Diploma in Logistics Management, P.G. Diploma in Logistics Management with at least 50% marks and 1 year work/teaching experience in the area of logistics. Preference will be given to higher education with MBA (Logistics Management) and PG Diploma in Logistics Management.	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills.</li> <li>• Technical competencies (e.g. in areas such as marketing, sales promotion, store maintenance, marketing and merchandising etc.)</li> </ul>	18-37 years (as on Jan. 01 (year))  Age relaxation to be provided as per Govt. rules.

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

- (i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education(PSSCIVE), NCERT or the respective Sector Skill Council(SSC)

OR

- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF\*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

\* *The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- (ii) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;

- (iii) Make effective use of learning aids and ICT tools during the classroom sessions;
- (iv) Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- (v) Work with the institution's management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- (vi) Identify the weaknesses of students and assist them in up gradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

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

## 9. LIST OF CONTRIBUTORS

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