LEARNING OUTCOME-BASED CURRICULUM

E-commerce Delivery Associate
Grade 11ᵗʰ & 12ᵗʰ

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NCERT

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LEARNING OUTCOME

BASED

VOCATIONALCURRICULUM

JOB ROLE: E-Commerce Delivery Associate

(QUALIFICATION PACK: Ref. Id. LSC/Q2603)

SECTOR: Logistics

Grades 11and 12

एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

Shyamla Hills, Bhopal- 462 002, M.P., India

http://www.psscive.ac.in

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Logistics

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FOREWORD

The Pandit Sundarlal 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 the Centrally Sponsored Scheme of vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Education, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of Samagra Shiksha Abhiyan (SSA). The main purpose of the learning outcome-based curricula is to bring about improvement in the teaching-learning process and working competencies 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 E-Commerce Delivery Associate. The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The 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 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.

Prof. Dinesh Prasad Saklani

Director

National Council of Education Research and Training

PREFACE

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

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

The PSSCIVE firmly believes that the vocationalisation of education in the nation need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfill the needs of the society and the world of work. In order to honour 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 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 MOE and NCERT for the financial support and cooperation in realizing 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 Samagra Shiskha Abhiyan (SSA) of MOE.

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

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

Dr. Deepak Paliwal

Joint Director

PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

CONTENTS

1. Course Overview

COURSE TITLE: E-commerce Delivery Associate

An E-commerce Delivery Associate plays a crucial role in the logistics and delivery chain of e-commerce operations. They are responsible for ensuring that products ordered by customers are delivered accurately, on time, and in good condition. Their primary responsibilities include handling packages, delivering them to customers, picking up return packages, reconciling shipments, and handling cash-on-delivery transactions. The role also involves maintaining high standards of customer communication and adhering to the company's guidelines on integrity, ethics, safety, and security. Considering this the **E-commerce Delivery Associate** course is designed to prepare learners with the essential skills and knowledge to perform in the rapidly evolving field of e-commerce. As online shopping continues to grow, the demand for efficient delivery services has become paramount.

This course focuses on various aspects of e-commerce delivery operations, such as handling and sorting shipments, delivering and picking up packages, reconciling orders, handling cash, and maintaining communication with customers. The course also covers essential competencies like adhering to health and safety procedures, maintaining integrity and ethics, and handling specialized shipments. Through practical and theoretical sessions, learners will develop the abilities required for efficient delivery operations, including dealing with perishable and high-value shipments, handling furniture, and complying with tax invoice verification (GST). Emphasis will be placed on the importance of communication skills, problem-solving, and adherence to safety protocols.

At the end of the course, learners will not only be proficient in the subject specific skills required for e-commerce delivery associate but will also develop a strong understanding of customer satisfaction and operational efficiency. After successful completion of the course, learners will be industry-ready for a career as an E-commerce Delivery Associates.

COURSE OUTCOMES:

On completion of the course, learners will 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 the roles and responsibilities of an E-commerce Delivery Associate within the e-commerce logistics ecosystem.
- Explain the process of handling and sorting shipments, including the procedures for delivering and returning packages.
- Demonstrate safe and effective techniques for delivering packages, ensuring adherence to health, safety, and security norms.

- Apply company procedures for reconciling shipments and handling cash-on-delivery transactions.

- Analyse common challenges in the delivery process and propose solutions to enhance customer satisfaction and operational efficiency.

- Operate tools and equipment required for handling different types of shipments, including perishable and high-value goods.

- Evaluate customer feedback and use it to improve delivery service quality and customer interaction.

- Adhere to ethical practices and maintain integrity in all operational tasks and interactions.

- Communicate effectively with customers, providing accurate information and resolving queries in a professional manner.

- Follow health, safety, and security procedures to mitigate risks and ensure a safe working environment during.

COURSE REQUIREMENTS: The learner should have a basic knowledge of computers.

COURSE LEVEL: This is an intermediate-level course. On completion of this course, a student can take up a diploma or degree-level course. On completion of this course, a student can take up a course for a job role in the Office Management sector

COURSE DURATION: 600 hrs.

Grade 11:   300 hrs.

Grade12:   300 hrs.

_____

Total: **600 hrs.**

_____

2. Scheme of Units

This course is a planned sequence of instructions consisting of units meant for developing the employability and vocational competence of students of Grades 11 and 12 opting for the vocational subjects along with general education subjects.

The Unit wise distribution of hours and marks for Grade11 is as follows:

GRADE 11			
	Units	**No. of Hours for Theory and Practical** **300**	**Max. Marks for Theory and Practical** **100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills – III	25	
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	10
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	Total	**110**	**10**
Part B	**Vocational Skills**		
	Unit 1: Introduction to E-commerce Delivery Associate	30	
	Unit 2: Handling and sorting of shipments	35	30
	Unit 3: Handover and Reporting Deliveries Issues	35	
	Unit 4: Integrity and Ethics in Operations	35	
	Unit 5: Health, safety, and security norms	30	
	Total	**165**	**30**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	**10**	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	**15**	**15**
	Grand Total	**300**	**100**

The unit-wise distribution of hours and marks for Grade12 is as follows:

GRADE 12		
Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Employability Skills		
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	
Total	**110**	**10**
Vocational Skills		
Unit 1: Delivering Packages	30	30
Unit 2: Pickup for return packages	35	
Unit 3: Reconciliation of Packages and Handling Cash	35	
Unit 4: Handling Shipments	35	
Unit 5: Customer Communication and Professional Etiquettes	30	
Total	**165**	**30**
Practical Work		
Practical Examination	06	15
Written Test	01	10
Viva Voce	03	10
Total	**10**	**35**
Project Work/Field Visit		
Practical File/Student Portfolio	10	10
Viva Voce	05	05
Total	**15**	**15**
Grand Total	**300**	**100**

3. Teaching/Training Activities

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional 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

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**

		No. of Questions			
	Typology of Question	**Very Short Answer (1 mark)**	**Short Answer (2 Marks)**	**Long Answer (3 Marks)**	**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, private an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	**5x1=5**	**10x2=20**	**5x3=15**	**40 (20questions)**

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.

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

5. UNIT CONTENTS

GRADE11

Part A: Employability Skills

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

UNIT 1: COMMUNICATION SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Demonstrate Knowledge of Effective Communication**	
1.	- Introduction to communication - Importance of communication - Elements of communication - Perspectives in communication - Effective communication	- Role-play on the communication process - Group discussion on factors affecting perspectives in communication - Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) - Chart making on elements of communication
LO2	**Demonstrate Verbal Communication**	
2.	- Verbal communication - Public speaking	- Role-play of a phone conversation. - Group exercise on delivering speech and practicing public speaking
LO3	**Demonstrate Non-Verbal Communication**	
3.	- Importance of non-verbal communication - Types of non-verbal communication - Visual communication	- Role-play on non-verbal communication - Group exercise and discussion on Do's and Don'ts to avoid body language mistakes

		• Group activity on methods of communication
LO4	**Use Correct Pronunciation**	
4.	• Pronunciation basics • Speaking properly • Phonetics • Types of sounds	• Group exercises on pronouncing words
LO5	**Demonstrate the knowledge of Assertive Communication Style**	
5.	• 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
LO6	**Demonstrate the Knowledge of Saying No**	
6.	• Steps for saying 'No' • Connecting words (Conjunctions)	• Group discussion on how to respond • Group activity on saying 'No'
LO7	**Identify and Use Parts of Speech in Writing**	
7.	• Capitalization • Punctuation • Basic parts of speech • Supporting parts of speech	• Group exercises on identifying parts of speech • Group exercises on constructing sentences • Group exercises on nouns
LO8	**Write Sentences and Paragraphs**	
8.	• Parts of a sentence • Types of objects • Types of sentences • Paragraph	• Exercises on making sentences • Activity on active and passive voice • Assignment on writing different types of sentences
LO9	**Communicate with People**	
9.	• Greetings • Introducing self and others	• Role-play on formal and informal greetings • Role-play on introducing someone • Practice session and group discussion

		on greeting different people.
LO10	**Introduce Self to Others and Write About Oneself**	
10.	• Talking about self • Filling out a form to write about self	• Practicing self-introduction to write about self • Filling up forms to write about self
LO11	**Ask Questions**	
11.	• Types of questions • Asking close-ended and open-ended questions	• Exercise on asking different types of questions • Group activity on framing open and close-ended questions
LO12	**Communicate Information About Family to Others**	
12.	• Words that show relations in the family	• Practice talking about family • Role-play on talking about family members
LO13	**Describe Habits and Routines**	
13.	• Concept of habits and routines	• Group discussion on habits and routines • Group activity on describing routines
LO14	**Ask or Give Directions to Others**	
14.	• Asking for directions to a place • Giving directions for a place	• Role-play on asking and giving directions to a place • Identifying symbols used for giving directions

UNIT 2: SELF-MANAGEMENT SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Identify and Analyse Own Strengths and Weaknesses**	
1.	• Knowing yourself • Identifying strengths and weaknesses • Difference between interests and abilities	• Activity on writing aim in life • Preparing a worksheet on interests and abilities

LO2	**Demonstrate Personal Grooming**	
2.	• Guidelines for dressing and grooming	• Role-play on dressing and grooming standards • Self-reflection activity on dressing and grooming
LO3	**Maintain Personal Hygiene**	
3.	• Importance of personal hygiene • Three steps to personal hygiene • Essential steps of hand washing	• Role-play on personal hygiene • Assignment on personal hygiene
LO4	**Demonstrate the Knowledge of Working in a Team and Participating in Group Activities**	
4.	• Describe the benefits of teamwork • Working in a team	• Assignment on working in a team • Self-reflection on teamwork
LO5	**Describe the Importance of Networking Skills**	
5.	• Benefits of networking skills • Steps to build networking skills	• Group exercise on networking in action • Assignment on networking skills
LO6	**Describe the Meaning and Importance of Self-Motivation**	
6.	• Self-motivation • Types of motivation • Qualities of Self-motivated people	• Activity on staying motivated • Assignment on reasons hindering motivation
LO7	**Set SMART Goals**	
7.	• Meaning of goals and purpose of goal-setting • Setting SMART (Specific, Measurable, Attainable, Realistic and Time bound) goals	• Assignment on setting SMART goals • Activity in developing long-term and short-term goals using the SMART method
LO8	**Apply Time Management Strategies and Techniques**	
8.	• Time management • Steps for effective time management	• Preparing a checklist of daily activities • Preparing to-do-list

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III

Duration: 20 hours

	Theory (08 hrs)	Practical (12 hrs)
LO1	**Create A Document on the Word Processor**	

1.	• Introduction to ICT
	• Advantages of using (Information and Communication Technology) a word processor.
	• Working with Libre Office Writer
		• Group activity on demonstration and practice of the following:
		  i. Creating a new document
		  ii. Typing text
		  iii. Saving the text
		  iv. Opening and saving files on Microsoft Word/Libre Office Writer.

LO2	**Identify the basic interface of LibreOffice**	

2.	• Standard user interface of LibreOffice writer
	  i. Status bar
	  ii. Menu bar
	  iii. Tool bar
	  iv. Making a text bold
		• Group activity on using the basic user interface of LibreOffice writer
		• Group activity on working with Microsoft Word

LO3	**Save, Close, Open and Print Document**	
3.	• Saving a Word document • Closing a Word document • Opening an existing document • Printing a Word document	• Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer • Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word
LO4	**Format Text in a Word Document**	
4.	• Changing style and size of text • Aligning text and • Cutting, Copying, Pasting text • Finding and replacing	• Group activity on formatting text in Libre Office Writer • Group activity on formatting text in Microsoft Word
LO5	**Check Spelling and Grammar in a Word Document**	
5.	• Starting a spell checker • Short-cut menu for spell checker • Autocorrecting spellings	• Group activity on checking spellings and grammar using Libre Office Writer

		• Group activity on checking spelling and grammar using Microsoft Word
LO6	**Insert Lists, Tables, Pictures, and Shapes in a Word Document**	

6.	• Insert bullet list
	• Inserting the following in Word document
	  i. Number list
	  ii. Tables
	  iii. Pictures
	  iv. Shapes
		• Practical exercise of inserting lists and tables using Libre Office Writer

LO7	**Insert Header, Footer and Page Number in a Word Document**	

7.	• Inserting the following in a Word document
	  i. Header
	  ii. Footer
	  iii. page number
	  iv. Page count
		• Practical exercises of inserting header, footer and page numbers in Libre Office Writer and Microsoft Word

LO8	**Demonstrate the Use of Track Change Option in a Word Document**	
8.	• Tracking changes in Libre Office Writer • Manage option • Comparing documents	• Group activity on performing changes in track mode in Libre Office Writer and Microsoft Word

	UNIT 4: ENTREPRENEURSHIP SKILLS – III	
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Differentiate Between Different Kinds of Businesses**	
1.	• Introduction to entrepreneurship • Types of business activities – manufacturing, trading, and service	• Role-play on different kinds of businesses around us
LO2	**Describe the Significance of Entrepreneurial Values**	
2.	• Values of an entrepreneur • Case study on qualities of an entrepreneur	• Role-play on qualities of an entrepreneur

LO3	Describe the Attitudinal Changes Required to Become an Entrepreneur	
3.	• Difference between the attitude of an entrepreneur and an employee	• Interviewing employees and entrepreneurs
LO4	Describe the Importance of Thinking Like an Entrepreneur	
4.	• Problems of entrepreneurs • Problem-solving • Thinking like an entrepreneur to solve problems	• Group activity on identifying and solving problems
LO5	Generate Business Ideas	
5.	• The business cycle • Principles of idea creation • Generating a business idea • Case studies	• Group activity to create business ideas
LO6	Describe Customer Needs and the Importance of Conducting a Customer Survey	
6.	• Understanding customer needs • Conducting a customer survey	• Group activity for conducting a customer survey
LO7	Create a Business Plan	
7.	• Importance of business planning • Preparing a business plan • Principles to follow for growing a business • Case studies	• Group activity on developing a business plan

UNIT 5: GREEN SKILLS – III		
Duration: 15 hrs		
	Theory (07 hrs)	**Practical (08 hrs)**
LO1	Describe the Importance of the Main Sectors of the Green Economy	

1.	• Important sectors of green economy-
	  i. Agriculture
	  ii. Energy resources
	  iii. Construction
		• Group discussion on sectors of the green economy
		• Preparing posters on various sectors for promoting the green economy

	iv. Fisheries v. Forestry vi. Tourism vii. Transport viii. Water Management ix. Waste management x. Manufacturing xi. Industry		
LO2	**Describe Policies for the Green Economy**		
2.	• 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 a green economy.	
LO3	**Describe the Role of Various Stakeholders in the Green Economy**		
3.	• Stakeholders in the green economy	• Group discussion on the role of stakeholders in the green economy • Making solar bulbs.	
LO4	**Describe the Role of Government and Private Agencies in the Green Economy**		
4.	• 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. • Preparing posters on green sectors.	

Part B: Vocational Skills Grade11

S. No.	Units	Duration (hrs)
1.	Introduction to E-commerce Delivery Associate	30
2.	Handling and sorting of shipments	35
3.	Handover and Reporting Deliveries Issues	35
4.	Integrity and Ethics in Operations	35
5.	Health, safety, and security norms	30
	Total	**165**

UNIT 1: INTRODUCTION TO E-COMMERCE DELIVERY ASSOCIATE		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Describe the differences between E-commerce delivery and traditional retail**	
	- Definition of E-commerce - Importance of E-commerce in modern retail - Key players in the E-commerce industry - Differences between E-commerce and traditional retail delivery.	- Demonstrate through presentation the growth of E-commerce in India over the last five years. - Prepare a chart on comparison between traditional retail delivery with E-commerce Delivery. - Group discussion on the impact of e-commerce platforms in India
LO2	**Describe the core responsibilities and identify essential skills of a delivery associate in daily operations**	
	- Concept of delivery associate - Duties of delivery associate - Time management and customer service skills. - Time management skills - Customer service skills - Work environment, routes, and tools used for deliveries. - Routes - Tools used for deliveries - Importance of a delivery associate in customer experience.	- Demonstrate through Role-play a typical day of a delivery associate. - Time management exercise: plan and execute a delivery route. - Demonstrate the soft skill for handling a mock customer complaint regarding a " damaged package".
LO3	**Describe the stages and significance of the supply chain**	

	• Definition and importance of supply chains. • Importance of supply chains • Stages of the supply chain: procurement, transportation, delivery. • Key stakeholders in the supply chain • Role of delivery associates in logistics	• Prepare a chat to map out the supply chain process from order to delivery. • Prepare a presentation on key logistics partners in an E-commerce setup.
LO4	**Describe how delivery services influence customer satisfaction in E-commerce**	
	• Customer expectations from E-commerce deliveries. • Impacts customer experience on delivery service • Handling customer queries effectively. • Measuring Performance metrics: timeliness, accuracy, etc.	• Role-play customer interaction on resolving common delivery issues. • Analyze and interpret delivery performance metrics. • Survey customers about their delivery experience and present the findings.

UNIT 2: HANDLING AND SORTING OF SHIPMENTS

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
LO1	**Describe the specific packaging requirements**	

	• Different categories of shipments	• Field visit to a transport hub and;
		   i. Identify and classify different shipment types based on size, weight, and handling requirements.
		   ii. Review daily count sheets and match them to different shipment categories.

LO2	**Describe the specific packaging requirements**	
	• Packaging requirements and challenges for each shipment type. • Obtaining daily count sheets and shipment schedules. • Collecting necessary labels, stationery, and barcodes.	• **Model making** **Topic**: Different shipment types based on size, weight, and handling requirements Role-play packaging various shipment types according to their specific requirements

LO3	**Describe the sorting processes used in warehouses and identify priority bags for unloading and arrange necessary material handling equipment**	

	• Sorting processes in E-commerce.
	 • Importance of sorting to prevent delivery delays.
	 • Sorting Technology (barcode scanners, RFID).
	 • Material handling equipment used for sorting
	 • Identifying bags for unloading based on priority.
		• Demonstrate the process of organizing and sorting shipments for delivery.
		 • Practice using barcode scanners to sort shipments into categories.
		 • Simulate;
		   i. Sorting technology and Material handling equipment
		   II. Identifying bags for unloading based on priority.

LO4	• **Describe the function of tracking systems and demonstrate barcode scanning and bag seal removal during shipment sorting**	
	• Meaning of tracking systems • Function of tracking systems in delivery operations. • Importance of real-time updates for customers. • Tools used for tracking: mobile apps, GPS, handheld scanners. • Meaning and importance of Scanning barcodes and removing bag seals for shipment sorting.	• Practice using handheld scanners to track and log shipment information. • Role-play providing real-time tracking updates through a mobile app. • Use a mock tracking system to understand how shipment movement is monitored
LO5	**Describe the importance of protective packaging and adherence to safety standards and demonstrate safe handling techniques**	
	• Meaning of Safe handling • Techniques of Safe handling in different shipment • Meaning and Importance of protective packaging • Meaning of Health and safety • Health and safety standards for handling shipment • Importance of Checking bags and segregating damaged shipments • Concept of Segregating packages based on geography, type, storage, and priority.	• Demonstrate proper lifting techniques for heavy and bulky shipments. • Practice sorting and packaging fragile items to avoid damage. • Conduct a safety inspection of the handling area and equipment to ensure compliance with health and safety standards

UNIT 3: HANDOVER AND REPORTING DELIVERIES ISSUES

Duration: 20 hours

		Theory (08 hrs)	Practical (12 hrs)
LO1		**Describe the handover process at the service station and know how to document reasons for undelivered shipments**	
		- Handover process - Process of Handover at the Destination - Undelivered shipments - Reasons for undelivered shipments - Documentation for Undelivered Shipments	- Perform the following case study on handing over undelivered shipments to the warehouse coordinator - Fill a mock form for undelivered shipments - Identify the reasons for undelivered shipment on visiting a delivery warehouse.
LO2		**Demonstrate the process of handing cash and obtaining acknowledgments**	
		- Importance of handing over company copy receipts - Process of handing over collected cash and obtaining acknowledgements	- Prepare a role play on handling over receipts and cash - Prepare a cash collecting acknowledgment from billing clerk and cashier
LO3		**Describe how to report delivery issues, vehicle condition and maintenance needs**	
		- Meaning of Reporting - Reporting delays, missed pickups, or damaged shipments - Importance of timely reporting for shipment - Vehicle condition and maintenance requirements. - Requirements for Vehicle Condition and Maintenance-	- Prepare a report on delays, missed pickup and damages to delivery associate coordinator - Prepare a report on shipment condition and vehicle issues. - Make a format on general inspection report and check list.
LO4		**Describe the correct documentation process and returning company property as per company policy**	
		- Types and Importance of Documentation - Returning Policy - Components of Returning Policy: - Process of returning devices and unused stationery	- Prepare a report on Estimation of the Reimbursement amount. - Prepare the Insurance form for damage goods while visiting a delivery warehouse - Perform the process of returning devices and collecting

		acknowledgment or clearance certificate.

<table>
<tr><td colspan="3" align="center">UNIT 4: INTEGRITY AND ETHICS IN OPERATIONS</td></tr>
<tr><td colspan="3">Duration: 25 hrs</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td align="center">Theory (10 hrs)</td><td align="center">Practical (15 hrs)</td></tr>
<tr><td>LO1</td><td colspan="2">Identify corrupt practices and avoid unethical behavior</td></tr>
<tr><td>1.</td><td>

Definition of integrity and ethics in operations
Importance of integrity in E-commerce
Corrupt practices and misuse of company resources
Maintaining Integrity and Prevent Corruption

</td><td>

Perform Role Play on Integrity in Operations.
Conduct Ethical Dilemma Debate Create an Ethical Policy

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<tr><td></td><td></td><td></td></tr>
<tr><td>LO2</td><td colspan="2">Explain the importance of protecting customer and business information to prevent misuse</td></tr>
<tr><td>2.</td><td>

Meaning of customer information
Measures to protect customer information and preventing misuse
Meaning of Data security
Protocols for business information of Data security

</td><td>

Conduct role-play to understand Customer Information and Data Security
Role-Playing Data Security Scenarios
Quiz on Data Security Protocols

</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>LO3</td><td colspan="2">Display adherence to regulatory requirements and safety protocols in decision making</td></tr>
<tr><td>3.</td><td>

Meaning of ethical and unethical decisions
Difference between ethical and unethical decisions
Meaning of PPE and hazardous goods Regulatory requirements

</td><td>

Understanding Ethical and Unethical Decisions
PPE Awareness Relay
Hazardous Goods Identification Challenge

</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>LO4</td><td colspan="2">Describe how to report ethical violations and regulatory breaches</td></tr>
<tr><td>4.</td><td>

Meaning of professionalism
Professional behavior and dress code

</td><td>

Role-Playing Scenarios
Dress Code and Hygiene Awareness
Communication Skills Workshop

</td></tr>
</table>

- Communicating politely with clients and colleagues
- Reporting violations of ethics and regulations
- Building a Positive Work Environment

UNIT 5: HEALTH, SAFETY, AND SECURITY NORMS		
Duration: 15 hrs		
	Theory (07 hrs)	**Practical (08 hrs)**
LO1	**Describe and apply SOPs for handling hazardous goods**	
1.	• Concept of health, safety, and security procedures in operations • Safety processes in different operational areas • Meaning of PPE • Importance of PPE • Implication of Standard driving practices and safety protocols	• Role Play - Identifying and Addressing Safety Hazards • PPE Matching Game • Interactive Safety Protocol Quiz
LO2	**Describe the key health, safety, and security procedures for different areas of operations**	
2.	• SOP for handling dangerous and hazardous goods • Emergency response protocols • General Emergency Response Protocols • Emergency Response Cycle • Reporting unsafe conditions	• Identifying Hazardous Goods and Safety Measures • Emergency Response Role Play • Reporting Unsafe Conditions Exercise
LO3	**Perform inspections for safety and security compliance**	
3.	• Meaning of Inspection • Meaning of Inspection for the Job Role of a Delivery Associate • Importance of Inspections • Inspections of Cargo Areas for Compliance with Safety Norms • Key Elements of Cargo Area Inspections for Safety	• To understand inspection process students has to perform vehicle and package inspection drill • Identify and plan for potential hazards on delivery Routes-Route Hazard Simulation • Importance of proper stacking, clear walkways, and fire safety procedures - Stacking, Walkways, and Fire Safety

	Compliance • Benefits of Regular Cargo Area Inspections • Importance of stacking, walkways, and fire safety	Simulation
LO4	**Describe the 5S methodology and security violations to data safety regulations and procedures**	
4.	• The 5S methodology • Meaning of Reporting violations and security breaches in the Job of an E-Commerce Delivery Associate • Importance of Data safety regulations and procedures • Concept of escalation matrix • Why is an Escalation Matrix Important	• Match the 5S Steps to Their Descriptions • Data Safety Scenario Role play Material Required: Pen, Pencil, Notebook • Create an Escalation Flow Chart

GRADE 12

Part A - Employability Skills

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

UNIT 1: COMMUNICATION SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Demonstrate Active Listening Skills**	
1.	• Active listening -listening skill and stages of active listening • Overcoming barriers to active listening	• Group discussion on factors affecting active listening • Preparing posters of steps for active listening • Role-play on negative effects of not listening actively
LO2	**Identify The Parts Of Speech**	
2.	• Parts of speech – using capitals, punctuation, and basic parts of speech • Supporting parts of speech	• Group practice on identifying parts of speech • Group practice on constructing sentences
LO3	**Write Sentences**	

3.	• Writing simple sentence
	• Writing complex sentences
	• Types of object
	• Types of sentences
	   i. Active and Passive sentences
	   ii. Statement/
	   iii. Declarative sentence
	   iv. Question/
	   v. Interrogative sentence
	   vi. Emotion/
	   vii. Reaction or Exclamatory
		• Group work on writing sentences and paragraphs
		• Group work on practicing writing sentences in active or passive voice
		• Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)

	sentence viii. Order or Imperative sentence ix. Paragraph writing	

UNIT 2: SELF-MANAGEMENT SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Describe the Various Factors Influencing Motivation and Positive Attitude**	
1.	• 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 situations • Activity on listing negative situations and ways to turn them to positive
LO2	**Demonstrate the Knowledge of becoming Oriented**	
2.	• Becoming result-oriented • Goal setting – examples of result-oriented goals	• Group activity on listing aim in life
LO3	**Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders**	

3.	• Steps towards self-awareness
	• Personality and basic personality traits
	• Common personality disorders-
	  i. Suspicious
	  ii. Emotional and impulsive
	  iii. Anxious
	• Steps to overcome personality disorders
		• Group discussion on self-awareness

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV

Duration: 20 hours

	Theory (06 hrs)	Practical (14 hrs)
LO1	**Identify the Components of a Spreadsheet Application**	
1.	• Getting started with a spreadsheet - types of a spreadsheet • Steps to start LibreOffice Calc., • Components of a worksheet.	• Group activity on identifying components of spreadsheet in LibreOffice Calc.
LO2	**Perform Basic Operations in a Spreadsheet**	
2.	• 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.
LO3	**Demonstrate the Knowledge of Working with Data and Formatting Text**	
3.	• Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula • Formatting cell and content • Changing text style and font size • Aligning text in a cell • Highlighting text	• Group activity on formatting a spreadsheet in Libre Office Calc • Group activity on performing basic calculations in Libre Office Calc.
LO4	**Demonstrate the Knowledge of Using Advanced Features in Spreadsheet**	
4.	• Advanced features in Spreadsheet i. Sorting data ii. Filtering data	• Group activity on sorting data in Libre Office Calc

	iii. Protecting spreadsheet with password	
LO5	**Make Use of Software for Making Slides Presentations**	
5.	• Steps to start Libre Office Impress • Adding text to a slide presentation	• Group practice on working with Libre Office Impress tools
LO6	**Demonstrate the Knowledge of Opening, Closing and Slide Presentations**	
6.	• Printing a presentation	• Group activity on closing and saving a presentation in Libre Office Impress
LO7	**Demonstrate the Knowledge of working with Slides**	
7.	• Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text color	• Group practice on working with font styles in Libre Office Impress
LO8	**Demonstrate the Use of Advanced Features in a Presentation**	
8.	• 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 Libre Office Impress

UNIT 4: ENTREPRENEURSHIP SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Describe the Types and Qualities of Entrepreneurs**	
1.	• Entrepreneurship and entrepreneur • Characteristics of	• Group discussion on the topic "An entrepreneur is not born but created".

	entrepreneurship • Entrepreneurship-art and science • Qualities of a successful entrepreneur • Types of entrepreneurs • Roles and functions of an entrepreneur • What motivates an entrepreneur? • Identifying opportunities and risk-taking • Startups	• Conducting a classroom quiz on various aspects of entrepreneurship.
LO2	**Identify the Barriers to Entrepreneurship**	

2.	• Barriers to entrepreneurship
	  i. Environmental barriers
	  ii. Faulty business plan
	  iii. Personal barriers
		• Group discussion about "What we fear about entrepreneurship"
		• Activity on taking an interview of an entrepreneur.

LO3	**Identify the Attitude that Makes an Entrepreneur Successful**	
3.	• Entrepreneurial attitude	-----------
LO4	**Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies**	

4.	• Entrepreneurial competencies
	  i. Decisiveness
	  ii. Initiative
	  iii. Interpersonal skills-positive attitude, stress management
	  iv. Perseverance
	  v. Organizational skills- time management, goal setting, efficiency, managing quality
		• Playing games, such as "Who am I".
		• Group discussion on business ideas
		• Group practice on "Best out of Waste"
		• Group discussion on the topic of "Let's grow together"
		• Group activity on listing stress and methods to deal with it
		• Group activity on time management
		• Activity on "My entrepreneurial attitude"

UNIT 5: GREEN SKILLS – IV	
Duration: 15 hrs	
Theory (05 hrs)	**Practical (10 hrs)**
LO1	**Identify the Benefits of the Green Jobs**

1.	- Green jobs - Benefits of green jobs - Green jobs in different sectors:
	  i. Agriculture
	  ii. Transportation
	  iii. Water conservation
	  iv. Solar and wind energy
	  v. Eco-tourism
	  vi. Building and construction
	  vii. Solid waste management
	  viii. Appropriate technology
		Group discussion on the importance of green jobs.

LO2	**State the Importance of Green Jobs**

2.	Importance of green jobs in the following
	  i. Limiting greenhouse gas emissions
	  ii. Minimizing waste and pollution
	  iii. Protecting and restoring ecosystems
	  iv. Adapting to the effects of climate change
		- Preparing posters on green jobs. - Group activity on tree plantation.

GRADE 12

Part B–Vocational Skills

S. No.	Units	Duration (hrs)
1.	Delivering Packages	30
2.	Pickup for return packages	35
3.	Reconciliation of Packages and Handling Cash	35
4.	Handling Shipments	35
5.	Customer Communication and Professional Etiquettes	30
	Total	**165**

UNIT 1: DELIVERING PACKAGES		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Organize and verify delivery schedules, customer details**	
1.	• Meaning of daily list and schedule for deliveries • Daily list for deliveries • Procedure of daily list and schedule for deliveries • Verifying customer details: address, payment method, and contact information • Uses of devices like GPS trackers, forms, and missed delivery notes • Plan delivery routes and handle cash-on-delivery (cod) payments • Meaning of route planning • Importance of route planning • Planning a travel routes based on customer location • Steps in planning travel routes • Preparing necessary cash for COD deliveries	• Practice on preparing for a delivery by collecting the necessary equipment and checking customer details. • Perform Role-play on planning a delivery route. • List the uses of devices in delivery operation.
LO2	**Plan delivery routes and handle cash-on-delivery (COD) payments**	
2.	• Meaning of Vehicle for Usability • Ways of Collecting shipments from the fulfilment center • Meaning of Packages • Inspecting the condition of	• Visit a transport hub and observe the process of vehicle safety procedure. • Demonstrate the steps involving in process of loading. • List out the dangerous goods as per the

	packages • Meaning of loading shipments according to priority and location • Benefits Loading Shipments According to Priority and Location • Meaning of dangerous goods • Storing dangerous goods as per sop's • Standard operating procedure for storing dangerous goods	company's SOP's and prepare a chart on dangerous goods and how to handle them.
LO3	**Describe the handling of shipments and loading techniques**	
3.	• Concept of driving and traffic rules • Important traffic rules • Handling customer interactions • Meaning and procedures cod and package handover	• Perform a mock delivery, including customer greeting, checking availability, and handling COD transactions. • Make a poster on traffic rules in transportation of goods for delivery.
LO4	**Execute delivery following proper protocols and develop communication skills for customer interactions**	
4.	• Meaning and procedure of updating the delivery status online • Concept of handling undelivered shipments and reporting back to the fulfilment center • Procedure for handling undelivered shipments • Customer complaints or queries • Procedure of recording payment information	• Simulate a scenario where the customer is unavailable, and practice updating the status and reporting back • Perform Role-play on responding to customer complaints. • Demonstrate the steps involved in recording payments information.

UNIT 2: PICKUP FOR RETURN PACKAGES	
Duration: 25 hrs	
Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Describe the steps required to prepare for return package pickups**
1.	• Meaning of pickup run sheet	• Role-play preparing for pickups by

	• Importance of Verifying customer account details (address, phone number, pickup time) • Assembling devices (e.g., GPS tracking) and necessary stationery • Vehicle usability and reporting issues	collecting equipment, verifying customer information, and checking vehicle conditions. • Practices on how to assemble the devices. • List the vehicle usability mechanism.
LO2	**Explain how to handle cancellations and ensure pickup readiness**	
2.	• Meaning of Communication • Importance of Communication • Meaning of etiquette • Maintaining proper etiquette during pickup • Handling cancellations and obtaining sign-off from customers	• Practice on contacting customers to confirm pickups. • Simulate a cancellation scenario and handle customer sign-off on a cancellation slip. • List the etiquette's during pick process.
LO3	**Describe how to inspect and verify return packages according to organizational policies**	
3.	• Meaning of organizational policies • Types and condition of shipment as per policies • Company's Return Policy requirements	• Inspect a mock return shipment, following the company's verification process. • Practice filling out verification forms for return shipments.
LO4	**Recognize the process for completing documentation after pickups**	
4.	• Meaning of shipment collection forms • Documentation Process • Process of pickup • Details on the app after each collection	• Perform mock pickups and practice completing the required documentation with customer signatures. • Simulate updating pickup details on the online system.

	UNIT 3: RECONCILIATION OF PACKAGES AND HANDLING CASH	
Duration: 20 hours		
	Theory (08 hrs)	**Practical (12 hrs)**
LO1	Develop skills to verify and cross-check the number of packages received and delivered	
1.	• Concept of Number of packages received/assigned for delivery • Importance of checking the number of packages delivered • Meaning of shortages in the delivery process • Resolving shortages in the delivery process.	• Perform the following case study on checking the number of packages received for delivery against the number delivered shipments to the warehouse coordinator • Prepare a process on how to resolve discrepancies related to missing packages • Identify the shortages in the delivery process.
LO2	Gain skills to effectively report discrepancies in package reconciliation	
2.	• Meaning of discrepancies to the supervisor or team lead • Reporting discrepancies to the supervisor or team lead • Following the SOP for further action when discrepancies arise	• Package Audit and Discrepancy Report Simulation. • Prepare a Role-Play of Supervisor & Delivery Associate. • Prepare a Role play by analyze delivery records, identify discrepancies, and update records accurately.
LO3	Describe the importance of maintaining accurate cash records and using secure storage methods	
3.	• Meaning of COD orders from paid orders • Separating COD orders from paid orders • Updating cash payments only when the full amount is received • Using tamper-proof bags for cash Handling • Maintaining accurate cash records, including denomination breakdown	• Prepare a role play of delivery associate to understand COD and Paid orders through real world scenario. • Prepare a report on how logistics companies separate COD and prepaid orders. • Make a report on cash handling, verification, and reconciliation.
LO4	Describe how to report discrepancies and follow the SOP for further action	
4.	• Meaning of cash audits during delivery	• Prepare a role play on the cash audit and reconciliation process by acting

	• Tallying cash with delivery orders at the end • Cross-checking COD orders with Proof of Delivery (PODs) if shortage found • Reporting cash discrepancies to the supervisor and following the • SOP	out real-life scenarios. • Prepare SOP Investigation & Presentation Reinforce the importance for handling cash discrepancies. • Perform the process of tally cash with delivery orders and identify errors.

	UNIT 4: HANDLING SHIPMENTS	
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Describe the processes for handling perishable goods from pickup to delivery**	
1.	• Meaning of Perishable goods • Significance of temperature requirements for different perishable goods • Ambient temperature requirements for various perishable goods. • Process for picking, packing, loading, and storing perishable goods like food, dairy, flowers, etc. • Steps to avoid contamination of perishables and precautions • Documentation requirements for pickup and delivery of perishable goods	• Identify appropriate storage temperatures for different perishable products • Perform picking, packing, loading, and unloading of perishable goods based on SOPs. • Demonstrate the steps involve to avoid the contaminations of perishable goods. • List out documents required for pickup and delivery of goods.
LO2	**Recognize documentation and safety protocols to execute handling and inspection procedures for high-value items during delivery**	
2.	• Concept of documentation and safety for high-value shipments. • Components of high-value shipment documentation • Practices for safe storage and movement of high-value shipments • Steps for checking and verifying identification during delivery and	• Inspect high-value shipment documentation and verify identification during collection/delivery. • Demonstrate safe storage and handling of high-value shipments. • Demonstrate the procedures for packing, labeling and documenting high value shipments.

	inspection of shipment packaging • Procedures for packing, labelling, and documenting high-value shipments	
LO3	**Evaluate the inspection process to ensure item availability and condition before transport**	
3.	• Concept of inspection, dismantling, packing, and delivery • Inspection process to check item availability and condition • Procedures for dismantling, packing, and securing furniture during transport • Documentation for damages and pickup/delivery of household goods • Safe unloading, unpacking, and movement of furniture	• Demonstrate the dismantling, packing, and loading of furniture for transport. • Perform unpacking and inspecting furniture for damages, and report issues per SOP. • identify the mechanism for damages documentation under pickup and delivery process.
LO4	**Describe GST rules and regulations applicable to e-commerce delivery**	
4.	• Concept of GST • Differentiating location of service recipient and place of supply for GST • Applying CGST, IGST, and SGST based on transaction type • GST application and reversal processes, including necessary details like GSTIN, PAN, and SAC codes	• Calculate GST based on provided documentation. • Inspect invoices for accuracy in GST application and demonstrate application of correct GST for shipments. • Demonstrate the GST application and reversal procedure.

UNIT 5: CUSTOMER COMMUNICATION AND PROFESSIONAL ETIQUETTES		
Duration: 15 hrs		
	Theory (07 hrs)	**Practical (08 hrs)**
LO1	**Demonstrate professional communication techniques to clarify customer needs and address complaints**	
	• Meaning and Importance of greeting customers	• Role Play – Greeting Customers Professionally

	• Steps for polite and professional communication • Customer requirements customer complaints and dissatisfaction	• Solving Customer Complaints in Teams**.** • Customer Requirement Matching Game
LO2	**Develop professional relationships with customers while maintaining respecting boundaries**	
	• Meaning of professional relationships • Effective impersonal relationship with customers • Maintaining an Effective Impersonal Relationship • Importance of informing customers about issues and updates • customer feedback and using it to improve service • Escalating negative feedback to superiors.	• Role Play – Professional Customer Interaction • Customer Feedback Analysis • Effective Customer Communication Matching Game.
LO3	**Describe the importance of maintaining proper etiquette while interacting with colleagues**	
	• Concept of Professional communication and etiquette with colleagues and superiors • Reporting issues or problems to supervisors immediately • Maintaining Privacy in Dress Code and Hygiene Policies	• Role Play – Professional Communication at Work • Workplace Dress Code and Hygiene Checklist • Problem-Solving – Reporting Workplace Issues •

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 loading dock or loading bay and observe the following: Location, Site, Office building, bin, Entry & Exit gate, Store, Gate, fencing, Bumpers, Dock leveller, Dock lift, Dock seals or dock shelters, Truck or vehicle restraint system, Dock light, Loading dock software, Side shift. During the visit, students should obtain the following information from the Owner /Supervisor / Manager of the loading dock.

1. Area under loading dock and its layout

2. Types of products entered in loading dock

3. Type of trucks

4. Various equipment's used at trucks

5. Documents used at the time of arrival and dispatch of goods

6. Sale procedure

7. Manpower engaged

8. Total expenditure of loading dock

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 Picklist, Bill of Materials
   o Transportation/Truck Schedules,
   o Inventory record sheet
2. Sample SOP documents
   o Material Handling Equipment – Forklift,
   o Stackers,
   o reach trucks,
3. IT Systems
   o Barcode
   o scanners,
   o Wi-Fi systems
4. Material Handling Equipment
   o Hand Operated Pallet Truck
   o Battery Operated Pallet Truck
   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 equipments on site
    o Fire extinguisher
    o Security cameras
    o Liquid Crystal Display screens
    o Safety sign boards
    o Personal protective equipments (PPE) like gloves, helmets, ear plugs, jackets, harness, boiler suit etc.
    o Locking systems
11. Housekeeping equipments 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. TEACHER'S/TRAINER'S QUALIFICATION

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

Sl. No.	Qualification	Minimum Competencies	Age Limit
1.	Graduate or Diploma in Logistics Management, P.G. Diploma in Logistics Management/ M. Com/ M.B.A in Management with at least 50% marks and 1-year experience. (Preference given to higher education with M.Com/MBA Management)	• Effective communication skills (oral and written) • Basic computing skills. • Technical competencies (e.g. in areas such as marketing, sales promotion, store maintenance, marketing and merchandising etc.)	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 *Samagra Shiksha* (SS). 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 Grade X or Grade 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 student's/student support services.

9. LIST OF CONTRIBUTORS

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