

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: SUPPLY CHAIN EXECUTIVE

(QUALIFICATION PACK: Ref. Id. LSC/Q3302)

SECTOR: LOGISTICS

Grades 11 and 12

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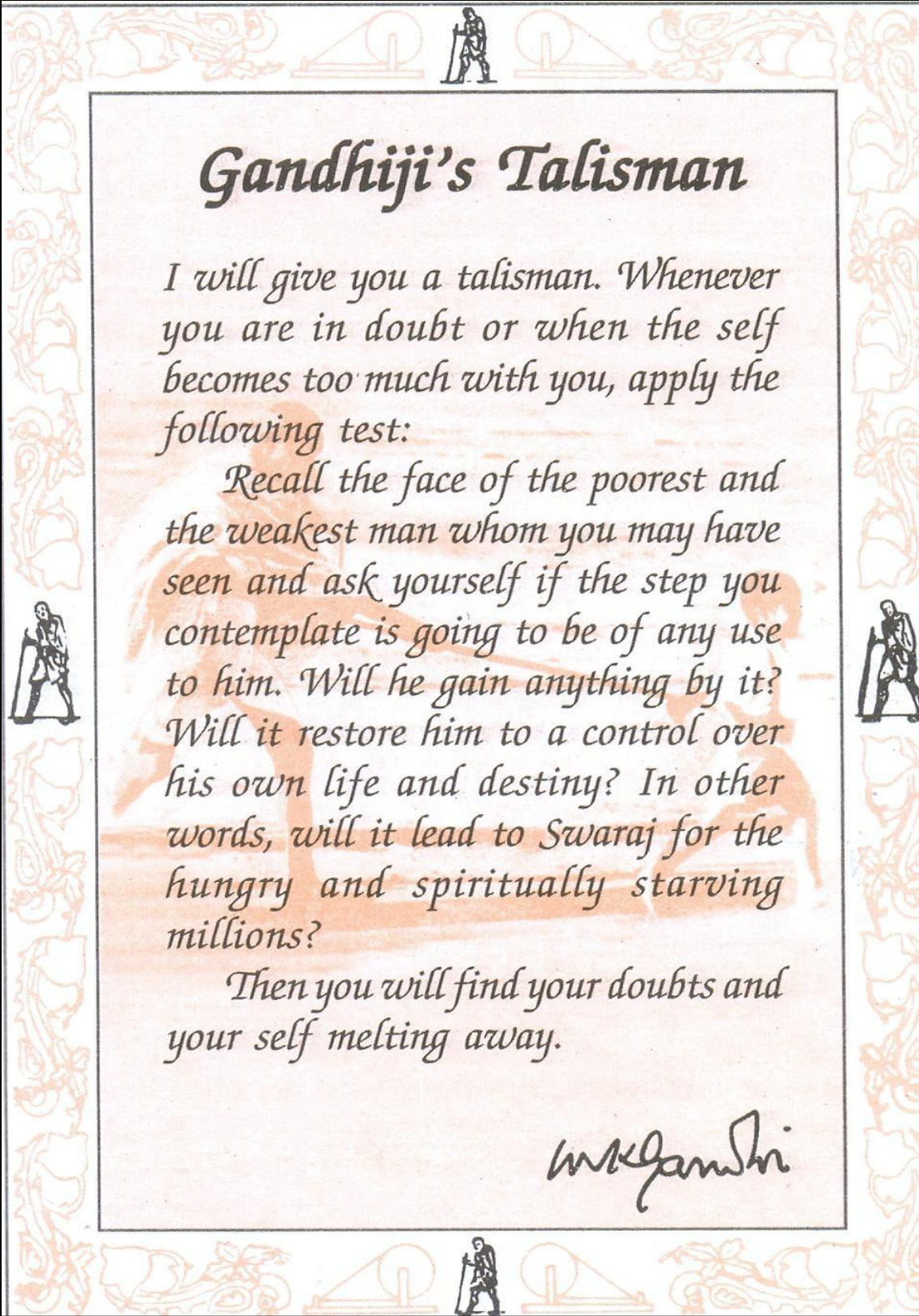


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NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(a constituent unit of NCERT, under MoE, Government of India)

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

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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

**LEARNING OUTCOME BASED
VOCATIONAL CURRICULUM**

Logistics

May, 2025

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

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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 Supply Chain Executive. 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 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 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 Shiksha 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

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of Samagra Shiksha Abhiyan (SSA) and the officials of the Ministry of Education (MOE), 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 SSA, MOE, SSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and Logistics Sector Skill Council for their academic support and cooperation.

We are grateful to Dr. Punnam Veeraiah, Head, Department of Business and Commerce, PSSCIVE for his guidance in developing the curriculum. Further, we are thankful to Dr. Deeksha Chaurasia, Assistant Professor (Contractual), Department of Business and commerce, PSSCIVE for immensely contributing and supporting in the development of the curriculum. We acknowledge the contribution of Mrs. Sunita Koli, Computer Operator and Ms. Neha Kushwaha, DTP Operator (Contractual), Dept. of Business and Commerce, PSSCIVE in designing and typesetting of the curriculum matters in due time.

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

PSSCIVE Team,

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1. Course Overview

COURSE TITLE: Supply Chain Executive

The Supply Chain Executive course is designed to equip learners with the essential skills and knowledge required to operate efficiently in the dynamic and fast-paced e-commerce logistics sector. With the exponential growth of online retail, the role of a supply chain executive has become increasingly vital in ensuring timely and accurate delivery of products to customers. This course aims to build proficiency in core operational areas such as package handling, last-mile delivery, reverse logistics, shipment reconciliation, and customer communication while adhering to safety, ethical, and compliance standards.

The course combines theoretical instruction with practical training, focusing on key competencies like sorting and scanning shipments, managing cash-on-delivery payments, handling return packages, and using digital tools for tracking and verification. Emphasis is placed on GST invoice validation, safety protocols, ethical conduct, and the handling of specialized deliveries including perishable, high-value, and large goods. Real-world simulations and scenario-based learning enhance the learner's ability to adapt and perform in diverse field conditions.

At the end of the course, learners will be industry-ready for entry-level roles in logistics and delivery services within the logistics ecosystem. The individual is responsible for performing all tactical procurement functions, inventory analysis, transportation management and essential tasks for transportation of ODC. A supply chain executive should be proactive, organised, and have eye for details. S/he should be able to draw key findings based on data analysis. S/he should have good computer skills and numerical skills. The individual should have good interpersonal skills and ability to work with various stakeholders. This course opens a pathway to a stable and growing career in supply chain and logistics.

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;
- Analyze and optimize end-to-end supply chain processes to ensure timely, cost-effective, and efficient flow of goods and information.
- Analyze stock levels to identify patterns and suggest inventory optimization.
- Apply ERP tools to accurately enter and interpret warehouse data.
- Create a structured vendor evaluation framework for on boarding new suppliers.
- Evaluate vendor performance using defined criteria and suggest improvements.
- Understand regulatory requirements for safe and compliant movement of ODC.

- Apply knowledge of international trade to accurately prepare export-import documentation.
- Analyze customs documentation for completeness and regulatory compliance.
- Apply safety protocols to ensure compliance with health and security standards.
- Evaluate workplace situations to ensure ethical decision-making and integrity.
- Apply standard customs procedures during field-level cargo inspections and clearances.

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 supply chain associate in the Logistics sector

COURSE DURATION: 600 hrs.

Grade 11: 300 hrs.

Grade 12: 300 hrs.

Total: **600 hrs.**

2. Scheme of Units

The Unit wise distribution of hours and marks for Grade 11 is as follows:

GRADE 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	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	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Supply Chain Executive	33	30
	Unit 2: Procurement Operations and Invoice Processing	33	
	Unit 3: Inventory Management and Forecasting	33	
	Unit 4: ERP Entry and Reporting In Warehouse Operations	33	
	Unit 5: Vendor Development	33	

	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
	GrandTotal	300	100

3. The unit-wise distribution of hours and marks for Grade 12 is as follows:

GRADE 12		
Units	No. of Hours for Theory and Practical	Max. Marks for Theory and Practical
	300	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: ODC Transport Planning and Execution	33	30
Unit 2: Import, Export and Transshipment Documentation	33	
Unit 3: Customs Clearance Follow-up and Internal Coordination	33	
Unit 4: Health, Safety, Ethics, and Compliance in Logistics Operations	33	
Unit 5: Vendor KPI Development and Performance Management	33	
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

	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
	Total	5x1=5	10x2=20	5x3=15	40 (20 questions)

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

GRADE 11

Part A: Employability Skills

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

UNIT 1: COMMUNICATION SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Demonstrate Knowledge of Effective Communication	
1.	<ul style="list-style-type: none"> Introduction to communication Importance of communication Elements of communication Perspectives in communication Effective communication 	<ul style="list-style-type: none"> Role-play on the communication process Group discussion on factors affecting perspectives in communication Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) Chart making on elements of communication
LO2	Demonstrate Verbal Communication	
2.	<ul style="list-style-type: none"> Verbal communication Public speaking 	<ul style="list-style-type: none"> Role-play of a phone conversation. Group exercise on delivering speech and practicing public speaking
LO3	Demonstrate Non-Verbal Communication	
3.	<ul style="list-style-type: none"> Importance of non-verbal communication 	<ul style="list-style-type: none"> Role-play on non-verbal communication

	<ul style="list-style-type: none"> Types of non-verbal communication Visual communication 	<ul style="list-style-type: none"> Group exercise and discussion on Do's and Don'ts to avoid body language mistakes Group activity on methods of communication
LO4	Use Correct Pronunciation	
4.	<ul style="list-style-type: none"> Pronunciation basics Speaking properly Phonetics Types of sounds 	<ul style="list-style-type: none"> Group exercises on pronouncing words
LO5	Demonstrate the knowledge of Assertive Communication Style	
5.	<ul style="list-style-type: none"> Important communication styles Assertive communication Advantages of assertive communication Practicing assertive communication 	<ul style="list-style-type: none"> Group discussion on communication styles Group discussion on observing and sharing communication styles
LO6	Demonstrate the Knowledge of Saying No	
6.	<ul style="list-style-type: none"> Steps for saying 'No' Connecting words (Conjunctions) 	<ul style="list-style-type: none"> Group discussion on how to respond Group activity on saying 'No'
LO7	Identify and Use Parts of Speech in Writing	
7.	<ul style="list-style-type: none"> Capitalization Punctuation Basic parts of speech Supporting parts of speech 	<ul style="list-style-type: none"> Group exercises on identifying parts of speech Group exercises on constructing sentences Group exercises on nouns
LO8	Write Sentences and Paragraphs	
8.	<ul style="list-style-type: none"> Parts of a sentence Types of objects Types of sentences Paragraph 	<ul style="list-style-type: none"> Exercises on making sentences Activity on active and passive voice Assignment on writing different types of sentences
LO9	Communicate with People	

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

UNIT 2: SELF-MANAGEMENT SKILLS – III

Duration: 25 hrs

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

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

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III

Duration: 20 hours

	Theory (08 hrs)	Practical (12 hrs)
LO1	Create A Document on the Word Processor	
1.	<ul style="list-style-type: none"> • Introduction to ICT • Advantages of using (Information and Communication Technology) a word processor. • Working with Libre Office Writer 	<ul style="list-style-type: none"> • Group activity on demonstration and practice of the following: <ol style="list-style-type: none"> i. Creating a new document ii. Typing text iii. Saving the text iv. Opening and saving files on Microsoft Word/Libre Office Writer.
LO2	Identify the basic interface of LibreOffice	
2.	<ul style="list-style-type: none"> • Standard user interface of LibreOffice writer <ol style="list-style-type: none"> i. Status bar ii. Menu bar iii. Tool bar iv. Making a text bold 	<ul style="list-style-type: none"> • Group activity on using the basic user interface of LibreOffice writer • Group activity on working with Microsoft Word
LO3	Save, Close, Open and Print Document	
3.	<ul style="list-style-type: none"> • Saving a Word document • Closing a Word document • Opening an existing document • Printing a Word document 	<ul style="list-style-type: none"> • Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer • Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word
LO4	Format Text in a Word Document	
4.	<ul style="list-style-type: none"> • Changing style and size of text • Aligning text and • Cutting, Copying, Pasting text • Finding and replacing 	<ul style="list-style-type: none"> • Group activity on formatting text in Libre Office Writer • Group activity on formatting text in Microsoft Word
LO5	Check Spelling and Grammar in a Word Document	
5.	<ul style="list-style-type: none"> • Starting a spell checker • Short-cut menu for spell checker • Autocorrecting spellings 	<ul style="list-style-type: none"> • Group activity on checking spellings and grammar using 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.	<ul style="list-style-type: none"> • Insert bullet list • Inserting the following in Word document <ol style="list-style-type: none"> i. Number list ii. Tables iii. Pictures iv. Shapes 	<ul style="list-style-type: none"> • Practical exercise of inserting lists and tables using Libre Office Writer
LO7	Insert Header, Footer and Page Number in a Word Document	
7.	<ul style="list-style-type: none"> • Inserting the following in a Word document <ol style="list-style-type: none"> i. Header ii. Footer iii. page number iv. Page count 	<ul style="list-style-type: none"> • Practical exercises of inserting header, footer and page numbers in Libre Office Writer and Microsoft Word
LO8	Demonstrate the Use of Track Change Option in a Word Document	
8.	<ul style="list-style-type: none"> • Tracking changes in Libre Office Writer • Manage option • Comparing documents 	<ul style="list-style-type: none"> • Group activity on performing changes in track mode in Libre Office Writer and Microsoft Word

UNIT 4: ENTREPRENEURSHIP SKILLS – III

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
LO1	Differentiate Between Different Kinds of Businesses	
1.	<ul style="list-style-type: none"> • Introduction to entrepreneurship • Types of business activities – manufacturing, trading, and service 	<ul style="list-style-type: none"> • Role-play on different kinds of businesses around us
LO2	Describe the Significance of Entrepreneurial Values	
2.	<ul style="list-style-type: none"> • Values of an entrepreneur • Case study on qualities of an entrepreneur 	<ul style="list-style-type: none"> • Role-play on qualities of an entrepreneur
LO3	Describe the Attitudinal Changes Required to Become an Entrepreneur	

3.	<ul style="list-style-type: none"> Difference between the attitude of an entrepreneur and an employee 	<ul style="list-style-type: none"> Interviewing employees and entrepreneurs
LO4 Describe the Importance of Thinking Like an Entrepreneur		
4.	<ul style="list-style-type: none"> Problems of entrepreneurs Problem-solving Thinking like an entrepreneur to solve problems 	<ul style="list-style-type: none"> Group activity on identifying and solving problems
LO5 Generate Business Ideas		
5.	<ul style="list-style-type: none"> The business cycle Principles of idea creation Generating a business idea Case studies 	<ul style="list-style-type: none"> Group activity to create business ideas
LO6 Describe Customer Needs and the Importance of Conducting a Customer Survey		
6.	<ul style="list-style-type: none"> Understanding customer needs Conducting a customer survey 	<ul style="list-style-type: none"> Group activity for conducting a customer survey
LO7 Create a Business Plan		
7.	<ul style="list-style-type: none"> Importance of business planning Preparing a business plan Principles to follow for growing a business Case studies 	<ul style="list-style-type: none"> Group activity on developing a business plan

UNIT 5: GREEN SKILLS – III

Duration: 15 hrs

	Theory (07 hrs)	Practical (08 hrs)
LO1 Describe the Importance of the Main Sectors of the Green Economy		
1.	<ul style="list-style-type: none"> Important sectors of green economy- <ol style="list-style-type: none"> Agriculture Energy resources Construction Fisheries Forestry Tourism Transport 	<ul style="list-style-type: none"> Group discussion on sectors of the green economy Preparing posters on various sectors for promoting the green economy

	<ul style="list-style-type: none"> viii. Water Management ix. Waste management x. Manufacturing xi. Industry 	
LO2 Describe Policies for the Green Economy		
2.	<ul style="list-style-type: none"> • Policies for a green economy 	<ul style="list-style-type: none"> • Group discussion on initiatives for promoting the green economy • Writing an essay or a short note on the important initiatives for promoting a green economy.
LO3 Describe the Role of Various Stakeholders in the Green Economy		
3.	<ul style="list-style-type: none"> • Stakeholders in the green economy 	<ul style="list-style-type: none"> • Group discussion on the role of stakeholders in the green economy • Making solar bulbs.
LO4 Describe the Role of Government and Private Agencies in the Green Economy		
4.	<ul style="list-style-type: none"> • Role of the government in promoting a green economy • Role of private agencies in promoting green economy 	<ul style="list-style-type: none"> • Group discussion on the role of government and private agencies in promoting a green economy. • Preparing posters on green sectors.

GRADE 11

Part B: Vocational Skills

S.No.	Units	Duration (hrs)
1.	Unit 1: Introduction to Supply Chain Executive	33
2.	Unit 2: Procurement Operations and Invoice Processing	33
3.	Unit 3: Inventory Management and Forecasting	33
4.	Unit 4: ERP Entry And Reporting In Warehouse Operations	33
5.	Unit 5: Vendor Development	33
	Total	165

UNIT 1: INTRODUCTION TO SUPPLY CHAIN EXECUTIVE		
Duration: 33hrs		
	Theory (15 hrs)	Practical (18 hrs)
LO1	Describe the supply chain and logistics sector with career opportunities	
1.	<ul style="list-style-type: none"> Introduction to supply chain management Components of the supply chain: sourcing, production, storage, distribution, reverse logistics Overview of logistics sub-sectors (e.g., e-commerce, FMCG, cold chain, port logistics) Career paths and job roles across the logistics value chain 	<ul style="list-style-type: none"> Identify key components through flowcharts and diagrams Classify logistics sub-sectors with industry examples Discuss career pathways in logistics
LO2	Explain the role of a Supply Chain Executive and its interface with other functions in Supply Chain Management	
2.	<ul style="list-style-type: none"> Job description and responsibilities of a supply chain executive Core functions: planning, documentation, coordination, inventory tracking Interface with warehouse staff, transport coordinator, procurement, ERP operators Importance of communication and teamwork 	<ul style="list-style-type: none"> Role-play a day in the life of a supply chain executive Prepare an organizational chart with job interfaces Create a job profile card with responsibilities and required skills
LO3	Illustrate key functions in plant and yard operations	
3.	<ul style="list-style-type: none"> Overview of plant operations: inward, storage, issue, dispatch Yard management: vehicle 	<ul style="list-style-type: none"> Simulate vehicle movement and documentation at gate Fill plant documentation templates

	<p>scheduling, loading/unloading zones</p> <ul style="list-style-type: none"> • Importance of documentation and compliance in plant operations • Overview of safety protocols and area-specific responsibilities 	<p>(GRN, issue slips, etc.)</p> <ul style="list-style-type: none"> • Inspect a mock yard layout for safety and functional gaps
LO4	Perform workplace tasks related to material handling, documentation, and coordination	
4.	<ul style="list-style-type: none"> • Common MHEs (e.g., forklifts, hand jacks), racks and safety equipment • Basic ERP fields for inventory (item code, unit, rate, tax code) • 5S and SOPs for warehouse and material flow • Hands-on preparation of basic inventory documents 	<ul style="list-style-type: none"> • Demonstrate safe handling of warehouse tools • Fill ERP-based sample inventory entries • Practice preparing dispatch slips, bin cards, and register entries

UNIT 2: PROCUREMENT OPERATIONS AND INVOICE PROCESSING

Duration: 33 hrs

Theory (15hrs)

Practical (18 hrs)

LO1	Explain the procurement planning process using ERP and MRP systems.	
1.	<ul style="list-style-type: none"> • Meaning of operations and invoice PROCESSING • Meaning of ERP and MRP Systems • Importance of procurement planning in supply chain operations • Introduction to ERP and MRP systems • Role of Bill of Materials (BOM) in planning • Demand forecasting for short and long-term periods 	<ul style="list-style-type: none"> • Simulate ERP-based MRP planning to generate a procurement report • Identify raw material requirements from sample BOMs • Calculate quantum of purchase based on demand and lead time
LO2	Demonstrate the process of supplier selection, order placement and follow-up.	
2.	<ul style="list-style-type: none"> • Meaning and process of supplier selection, order placement • Criteria for supplier selection: quality, cost, capability, lead time 	<ul style="list-style-type: none"> • Draft a purchase order based on a simulated demand scenario • Role-play vendor interaction for order confirmation and clarification • Simulate an emergency material procurement situation

	<ul style="list-style-type: none"> Preparing and reviewing purchase orders Communication protocols with vendors Emergency procurement and alternate supplier management 	
LO3	Explain the process of goods receipt, inspection and returns.	
3.	<ul style="list-style-type: none"> Meaning and process of goods receipt, inspection and returns GRN and MRN processes Quality inspection procedures and coordination with departments Material return note preparation Handling shortages, discrepancies, and rejected items 	<ul style="list-style-type: none"> Perform mock inspection of received goods Create a Goods Receipt Note using ERP or simulated template Prepare a Material Return Note for damaged/defective goods
LO4	Process of invoices and ensure regulatory compliance.	
4.	<ul style="list-style-type: none"> Invoice verification: Matching with PO and delivery GST, packaging and documentation compliance Payment processing workflow and supplier communication Legal and company documentation standards 	<ul style="list-style-type: none"> Match sample invoices with POs and GRNs for accuracy Draft a status report and forward an invoice for approval Checklist activity: Verify compliance in sample documents (GST, packaging, etc.)

UNIT 3: INVENTORY MANAGEMENT AND FORECASTING

Duration: 33hrs

	Theory (15 hrs)	Practical (18 hrs)
LO1	Prepare and update inventory data using ERP and identify discrepancies.	
1.	<ul style="list-style-type: none"> Meaning of inventory records and ERP systems Key inventory data fields: item code, unit, price, tax code, etc. Importance of data accuracy in ERP Common discrepancies and rectification methods 	<ul style="list-style-type: none"> Prepare inventory records and ERP systems Identify the Key inventory data fields: item code, unit, price, tax code, etc. Conduct role-play showing Importance of data accuracy in ERP Prepare a chart showing Common discrepancies and rectification methods

LO2	Apply inventory analysis techniques to monitor and manage stock levels.	
2.	<ul style="list-style-type: none"> • Concept of inventory analysis • Inventory analysis methods: ABC, VED, FSN • Setting reorder levels and safety stock • Importance of periodic review and stock rotation 	<ul style="list-style-type: none"> • Conduct role-play showing Inventory analysis methods: ABC, VED, FSN • Conduct role-play showing Setting reorder levels and safety stock • Prepare a chart showing the Importance of periodic review and stock rotation
LO3	Explain the process of inventory forecasting and methods used in logistics.	
3.	<ul style="list-style-type: none"> • Meaning and process of inventory forecasting • Forecasting objectives in inventory management • Forecasting timeframes: short-term vs. long-term • Types of forecasting methods: qualitative and quantitative • Factors affecting demand and inventory 	<ul style="list-style-type: none"> • Prepare a chart showing Forecasting objectives in inventory management • Conduct role-play showing Forecasting timeframes: short-term vs. long-term • Prepare a chart showing Types of forecasting methods: qualitative and quantitative • Prepare a chart showing Factors affecting demand and inventory
LO4	Analyze forecast variances and identify corrective actions.	
4.	<ul style="list-style-type: none"> • Meaning and causes of forecast variance • Steps in variance analysis and diagnosis • Corrective actions: data cleaning, adjusting models, economic adjustments 	<ul style="list-style-type: none"> • Prepare a chart showing Compare actual vs. forecasted demand using case data • Conduct and Diagnose errors in forecasting using simulated reports • Prepare a chart showing Recommend corrective actions for improving forecast accuracy

UNIT 4: ERP ENTRY AND REPORTING IN WAREHOUSE OPERATIONS

Duration: 33hrs

	Theory (15 hrs)	Practical (18 hrs)
LO1	Feed data related to warehouse activities (loading, kitting, binning, etc.) into ERP.	
1.	<ul style="list-style-type: none"> • ERP in warehouse operations • Warehouse processes: loading, unloading, binning, kitting, line feeding 	<ul style="list-style-type: none"> • Enter sample data into an ERP simulator (or Excel template) • Practice feeding binning and kitting records

	<ul style="list-style-type: none"> ERP modules for material management and logistics Importance of real-time data accuracy 	<ul style="list-style-type: none"> Conduct role-play on Issue and record a material request in ERP
LO2	Analyze ERP entries and generate operational reports.	
2.	<ul style="list-style-type: none"> Review and validation of ERP entries Types of operational data: variance, rejection, complaints Creating MIS and plant operations reports Basics of data interpretation and variance analysis 	<ul style="list-style-type: none"> Perform variance and rejection data analysis using sample ERP entries Generate a daily plant warehouse report Interpret mock reports and suggest corrections
LO3	Communicate effectively with internal and external stakeholders using ERP reports.	
3.	<ul style="list-style-type: none"> Importance of inter-departmental coordination Channels of communication (email, reports, dashboards) Reporting to suppliers and logistics partners Escalation and feedback systems 	<ul style="list-style-type: none"> Prepare and share a periodic status report with a mock supervisor Conduct a role-play on ERP-based communication with transport and suppliers Practice writing a summary report on plant warehouse performance
LO4	Support decision-making through timely and accurate reporting.	
4.	<ul style="list-style-type: none"> Use of reports in management decision-making Key performance indicators (KPIs) in warehouse operations Aligning ERP reporting with business goals 	<ul style="list-style-type: none"> Identify key metrics for warehouse performance Develop and present a summary report to management Analyze ERP data to make improvement recommendations

UNIT 5: VENDOR DEVELOPMENT

Duration: 33hrs

	Theory (15 hrs)	Practical (18 hrs)
LO1	Identify requirements and prepare purchase specification documents.	
1.	<ul style="list-style-type: none"> Meaning of Vendor and vendor development 	<ul style="list-style-type: none"> Draft a mock Purchase Specification Document

	<ul style="list-style-type: none"> • Coordination with production and product teams • Lead time, safety stock, budget, and technical needs • Elements of a Purchase Specification Document 	<ul style="list-style-type: none"> • Simulate discussions with user department for requirement clarification • Get approval through a role-play scenario
LO2	Identify and evaluate vendors and prepare Request for Proposal (RFP).	
2.	<ul style="list-style-type: none"> • Meaning of Sources of vendor identification (trade fairs, online, etc.) • Basics of supplier evaluation: product, capacity, quality • Purpose and structure of RFP • Pre-bid meetings and clarifications 	<ul style="list-style-type: none"> • Create a sample vendor shortlist based on mock data • Draft an RFP including all necessary components • Conduct a role-play of a pre-bid meeting and Q&A session
LO3	Evaluate vendor proposals and support the selection process.	
3.	<ul style="list-style-type: none"> • Concept of vendor proposals • Technical evaluation parameters (quality, experience, manpower) • Scoring and weightage methodology • Importance of best and final offer (BAFO) • Communicating proposal outcomes 	<ul style="list-style-type: none"> • Analyze 2-3 mock proposals and score them • Create a comparative summary report • Role-play a vendor presentation and final price submission
LO4	Assist in negotiation, contract drafting, and work order creation.	
4.	<ul style="list-style-type: none"> • Basics of price negotiation techniques • Contract terms: delivery, INCOTERMS, penalties • Work order vs. service order • Stakeholders in contract approval (legal, finance, etc.) 	<ul style="list-style-type: none"> • Assist in drafting a sample contract based on RFP outcomes • Role-play a negotiation session • Create and approve a mock work order • Notify mock vendors of final selection
LO5	Maintain and update vendor information in ERP system.	
5.	<ul style="list-style-type: none"> • Meaning and process of update vendor information in ERP system • Essential vendor details to be recorded • Importance of accuracy in master data 	<ul style="list-style-type: none"> • Enter and update vendor details in an ERP simulator or Excel format • Cross-check and validate vendor data • Prepare a vendor performance summary sheet with KPI indicators

	<ul style="list-style-type: none">• Field evaluation KPIs and review timelines	

GRADE 12

Part A - Employability Skills

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

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

	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.	<ul style="list-style-type: none"> Motivation and positive attitude Intrinsic and extrinsic motivation Positive attitude – ways to maintain positive attitude Stress and stress management - ways to manage stress 	<ul style="list-style-type: none"> Role-play on avoiding stressful situations Activity on listing negative situations and ways to turn them to positive
LO2	Demonstrate the Knowledge of becoming Oriented	
2.	<ul style="list-style-type: none"> Becoming result-oriented Goal setting – examples of result-oriented goals 	<ul style="list-style-type: none"> Group activity on listing aim in life
LO3	Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders	
3.	<ul style="list-style-type: none"> Steps towards self-awareness Personality and basic personality traits Common personality disorders- <ol style="list-style-type: none"> Suspicious Emotional and impulsive Anxious Steps to overcome personality disorders 	<ul style="list-style-type: none"> Group discussion on self-awareness

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV

Duration: 20 hours

	Theory (06 hrs)	Practical (14 hrs)
LO1	Identify the Components of a Spreadsheet Application	
1.	<ul style="list-style-type: none"> Getting started with a spreadsheet - types of a spreadsheet Steps to start LibreOffice Calc., Components of a worksheet. 	<ul style="list-style-type: none"> Group activity on identifying components of spreadsheet in LibreOffice Calc.
LO2	Perform Basic Operations in a Spreadsheet	
2.	<ul style="list-style-type: none"> Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell Selecting multiple cells Saving the spreadsheet in various formats Closing the spreadsheet Opening the spreadsheet. Printing the spreadsheet. 	<ul style="list-style-type: none"> Group activity on working with data on LibreOffice Calc.
LO3	Demonstrate the Knowledge of Working with Data and Formatting Text	
3.	<ul style="list-style-type: none"> Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula Formatting cell and content Changing text style and font size Aligning text in a cell Highlighting text 	<ul style="list-style-type: none"> Group activity on formatting a spreadsheet in Libre Office Calc Group activity on performing basic calculations in Libre Office Calc.
LO4	Demonstrate the Knowledge of Using Advanced Features in Spreadsheet	
4.	<ul style="list-style-type: none"> Advanced features in Spreadsheet <ol style="list-style-type: none"> Sorting data Filtering data Protecting spreadsheet with password 	<ul style="list-style-type: none"> Group activity on sorting data in Libre Office Calc

LO5	Make Use of Software for Making Slides Presentations	
5.	<ul style="list-style-type: none"> Steps to start Libre Office Impress Adding text to a slide presentation 	<ul style="list-style-type: none"> Group practice on working with Libre Office Impress tools
LO6	Demonstrate the Knowledge of Opening, Closing and Slide Presentations	
6.	<ul style="list-style-type: none"> Printing a presentation 	<ul style="list-style-type: none"> Group activity on closing and saving a presentation in Libre Office Impress
LO7	Demonstrate the Knowledge of working with Slides	
7.	<ul style="list-style-type: none"> Working with slides and text in a presentation-adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text color 	<ul style="list-style-type: none"> Group practice on working with font styles in Libre Office Impress
LO8	Demonstrate the Use of Advanced Features in a Presentation	
8.	<ul style="list-style-type: none"> Advanced features used in a presentation Inserting shapes in the presentation Inserting clipart and images in a presentation Changing slide layout 	<ul style="list-style-type: none"> Group activity on changing slide layout on Libre Office Impress

UNIT 4: ENTREPRENEURIAL SKILLS – IV

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
LO1	Describe the Types and Qualities of Entrepreneurs	
1.	<ul style="list-style-type: none"> Entrepreneurship and entrepreneur Characteristics of entrepreneurship Entrepreneurship-art and science 	<ul style="list-style-type: none"> Group discussion on the topic "An entrepreneur is not born but created". Conducting a classroom quiz on various aspects of entrepreneurship.

	<ul style="list-style-type: none"> Qualities of a successful entrepreneur Types of entrepreneurs Roles and functions of an entrepreneur What motivates an entrepreneur? Identifying opportunities and risk-taking Startups 	
LO2	Identify the Barriers to Entrepreneurship	
2.	<ul style="list-style-type: none"> Barriers to entrepreneurship <ol style="list-style-type: none"> Environmental barriers Faulty business plan Personal barriers 	<ul style="list-style-type: none"> Group discussion about "What we fear about entrepreneurship" Activity on taking an interview of an entrepreneur.
LO3	Identify the Attitude that Makes an Entrepreneur Successful	
3.	<ul style="list-style-type: none"> Entrepreneurial attitude 	-----
LO4	Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies	
4.	<ul style="list-style-type: none"> Entrepreneurial competencies <ol style="list-style-type: none"> Decisiveness Initiative Interpersonal skills- positive attitude, stress management Perseverance Organizational skills- time management, goal setting, efficiency, managing quality 	<ul style="list-style-type: none"> Playing games, such as "Who am I". Group discussion on business ideas Group practice on "Best out of Waste" Group discussion on the topic of "Let's grow together" Group activity on listing stress and methods to deal with it Group activity on time management Activity on "My entrepreneurial attitude"

UNIT 5: GREEN SKILLS – IV

Duration: 15 hrs

	Theory (05 hrs)	Practical (10 hrs)
LO1	Identify the Benefits of the Green Jobs	
1.	<ul style="list-style-type: none"> Green jobs Benefits of green jobs 	<ul style="list-style-type: none"> Group discussion on the importance of green jobs.

	<ul style="list-style-type: none"> • Green jobs in different sectors: <ul style="list-style-type: none"> 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 	
LO2	State the Importance of Green Jobs	
2.	<ul style="list-style-type: none"> • Importance of green jobs in the following <ul style="list-style-type: none"> i. Limiting greenhouse gas emissions ii. Minimizing waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change 	<ul style="list-style-type: none"> • Preparing posters on green jobs. • Group activity on tree plantation.

GRADE 12

Part B–Vocational Skills

S. No.	Units	Duration (hrs)
1.	Unit 1: Over Dimensional Cargo Transport Planning and Execution	33
2.	Unit 2: Import, Export and Transshipment Documentation	33
3.	Unit 3: Customs Clearance Follow-up and Internal Coordination	33
4.	Unit 4: Health, Safety, Ethics, and Compliance in Logistics Operations	33
5.	Unit 5: Vendor KPI Development and Performance Management	33
	Total	165

UNIT 1: OVER DIMENSIONAL CARGO TRANSPORT PLANNING AND EXECUTION

Duration: 33hrs

	Theory (15 hrs)	Practical (18 hrs)
LO1	Conduct route feasibility and planning for ODC transport	
1.	<ul style="list-style-type: none"> Introduction of ODC and challenges in its transport Criteria for route feasibility (civil work, topography, clearances) Use of software and simulations for route planning Budget estimation: fuel, permits, civil work, manpower 	<ul style="list-style-type: none"> Perform sample route feasibility study with photographs and reasons for non-feasibility Estimate cost for civil work enrooted using a case study Simulate ODC travel plan using map-based software Create a sample transport budget for an ODC move
LO2	Select appropriate transport mode and axle configurations	
2.	<ul style="list-style-type: none"> Concept of transport mode and axle configurations Various transport modes: road, rail, ro-ro Calculating axle load & transport methodology Lashing, loading/unloading procedures Safety and speed considerations on different road types 	<ul style="list-style-type: none"> Calculate number of axles required for a sample load Design a transport plan with axle deployment, loading method, and speed limits Demonstrate lashing techniques using models or simulations Compare mode/mix of modes using a real-world ODC scenario
LO3	Manage permits, documentation, and compliance requirements	
3.	<ul style="list-style-type: none"> Meaning and importance of Managing permits, 	<ul style="list-style-type: none"> Prepare a permit checklist and assign responsibilities

	<p>documentation, and compliance requirements</p> <ul style="list-style-type: none"> List of permits required (PWD, RTD, electricity, railways, MORTH) Procedure for getting police escorts and special permits Importance of compliance: ISO-14001, ISO-18001 Documentation involved in ODC transport 	<ul style="list-style-type: none"> Draft emails/letters to authorities requesting permits Fill sample permit formats for ODC movement Identify ISO compliance requirements from sample case reports
LO4	Supervise live ODC transport and ensure safe execution	
4.	<ul style="list-style-type: none"> Meaning of supervisor. Roles of driver and operator Tracking systems: GPS monitoring Emergency and rescue plan Daily movement reporting and coordination with support teams 	<ul style="list-style-type: none"> Live Supervision Role Simulation (Driver–Supervisor Coordination)) GPS Tracking and Live Monitoring Exercise Emergency Response Simulation Design an emergency response plan for cargo toppling scenario

UNIT 2: IMPORT, EXPORT AND TRANSSHIPMENT DOCUMENTATION

Duration: 33hrs

	Theory (15 hrs)	Practical (18 hrs)
LO1	Receive and verify details of import cargo and required documents	
1.	<ul style="list-style-type: none"> Introduction to import documents: Invoice, boL, AWB, Packing List KYC, GST Importance of Import Documentation Key Documents of Import Reason for compulsory import documentation Benefits of compulsory import documentation 	<ul style="list-style-type: none"> Role-Play – Import Documentation Process Group Discussion – Importance of Import Documentation
LO2	Prepare mandatory documentation for export process	
2.	<ul style="list-style-type: none"> Meaning of Export Documentation Characteristics of Export Documentation 	<ul style="list-style-type: none"> Role-Play – Export Documentation Process Group Discussion – Importance of Export Documentation

	<ul style="list-style-type: none"> • Benefits of Export Documentation 	
LO3	Process for Transshipment Documentation	
3.	<ul style="list-style-type: none"> • Meaning and key aspects of Transshipment • Purpose of Transshipment Documentation • Importance of Transshipment • Process of Transshipment Documentation • Details of the app after each Transshipment 	<ul style="list-style-type: none"> • Role-Play – Transshipment Documentation Process • Group Discussion – Importance of Transshipment Documentation
LO4	Ensure accuracy and timely processing of shipments	
4.	<ul style="list-style-type: none"> • Meaning and Importance of invoice accuracy and timely payments • Preparing payment request formats • Steps for customs portal tracking and response management • Compliance with documentation timelines and updates 	<ul style="list-style-type: none"> • Role-Play – Customs Portal Registration & Response Management • Group Discussion – Importance of Customs Portal Registration and Response Management

UNIT 3: CUSTOMS CLEARANCE

Duration: 33hrs

	Theory (15 hrs)	Practical (18 hrs)
LO1	Follow up on customs clearance and cargo release status	
1.	<ul style="list-style-type: none"> • Meaning & Definition under Indian Customs Law • Concept of ICEGATE and its functions • Understanding Bill of Entry (BoE), Let Export Order (LEO), and Out of Customs Charge (OCC) • Role of PGAs (FSSAI, Plant Quarantine, Drug Controller, etc.) in cargo clearance 	<ul style="list-style-type: none"> • Identifying Import-Export Documents • Customs Clearance Process Flow Chart • Role Play – Customs Follow-up and Cargo Release

	<ul style="list-style-type: none"> Steps in post-submission customs follow-up 	
LO2	Freight Forwarding	
2.	<ul style="list-style-type: none"> Concept of Freight forwarding Freight Forwarding Process Types of Freight Forwarding Benefits of Freight Forwarding Documents for Custom Clearness Import Documents for the Customs Clearance Process GATT/DGFT Declaration Import General Manifest (IGM) Cargo Movement and the Container Sealing Process. How to plan the day by the Supply Chain Executive 	<ul style="list-style-type: none"> Document Verification for Freight Forwarding Container Sealing Process Simulation Customs Delay Case Study Analysis : Role-play: Coordinating with the customs broker to submit the missing document. Telephone Conversation
LO3	Documentation in Trade	
3.	<ul style="list-style-type: none"> Role of Documentation in India's Economic Development Steps in Document Workflow EXIM Regulation on Recordkeeping Duration Importance of Communication within Documentation, Field, and Accounts Teams 	<ul style="list-style-type: none"> Shipping Document Workflow Simulation Regulatory Document Compliance and Recordkeeping Audit Interdepartmental Communication Simulation
LO4	Support invoicing and accounting post-clearance	
4.	<ul style="list-style-type: none"> Concept of invoicing and accounting post-clearance Basics of shipment invoicing Payment processing in line with company SOPs Understanding the Bill of Lading Steps to Generate a Shipping Invoice Customer (KYC) and Goods and Services Tax INCOTERMS 	<ul style="list-style-type: none"> Invoice Matching and Reconciliation to understand the process of matching a commercial invoice with customs documents post-clearance. Generate a Shipping Invoice learn to create a shipping invoice with all necessary fields. INCOTERM Decision Tree understands the implications of choosing different INCOTERMS in international transactions

UNIT 4: HEALTH, SAFETY, ETHICS, AND COMPLIANCE IN LOGISTICS OPERATIONS		
Duration: 33hrs		
	Theory (15 hrs)	Practical (18 hrs)
LO1	Apply personal and workplace safety procedures	
1.	<ul style="list-style-type: none"> • Meaning & importance of health and safety • Use of PPE: types & usage • Area-specific safety protocols • Emergency signs & response 	<ul style="list-style-type: none"> • PPE Identification and Usage Drill • Safety Sign Recognition and Placement • Emergency Drill Simulation
LO2	Integrating occupational, environmental, and digital safety	
2.	<ul style="list-style-type: none"> • Preventive health check-ups • SOP for handling hazardous goods • Green gate & port security • Data safety and cyber hygiene 	<ul style="list-style-type: none"> • SOP Drill – Hazardous Goods Handling Simulation • Cyber Hygiene Role-play & Audit • Preventive Health Check-up Planning & Reporting
LO3	Supervise safety and cargo handling standards (Advanced Safety Practices)	
3.	<ul style="list-style-type: none"> • Safety supervision: loaders/unloaders • Fragile cargo & designated pathways • Material handling SOPs • Safe stacking & clean walkways • Fire safety & detection systems 	<ul style="list-style-type: none"> • Loader/Unloader Safety Supervision Simulation • Fragile Cargo Pathway Mapping Exercise • Fire Safety and Evacuation Drill Plan
LO4	Practice ethical behaviour and professional conduct in logistics operations	
4.	<ul style="list-style-type: none"> • Unsafe conditions & examples 5S: Sort, Set, Shine, Standardize, Sustain • Definition of corrupt practices • Workplace ethics and integrity • Importance of integrity • Meaning of professionalism • Professional behavior and dress code 	<ul style="list-style-type: none"> • Identifying and Reporting Unsafe Conditions • Role Play on Workplace Ethics and Professional Communication • Grooming and Code of Conduct Audit

UNIT 5: VENDOR KPI DEVELOPMENT AND PERFORMANCE MANAGEMENT

Duration: 33hrs

	Theory (15 hrs)	Practical (18 hrs)
LO1	Develop Key Performance Indicators (KPIs) for vendor assessment.	
1.	<ul style="list-style-type: none"> Meaning and Types of KPIs: delivery, quality, documentation, complaints Field evaluation KPIs: manpower, process adherence, safety Market benchmarking and KPI target setting KPI communication protocols 	<ul style="list-style-type: none"> Identify Relevant KPIs for a Given Scenario Benchmark and Set KPI Targets Design a KPI Communication Plan
LO2	Perform vendor performance data analysis using ERP or manual tools.	
2.	<ul style="list-style-type: none"> Evolution of ERP Use of ERP/Excel for performance tracking Supplier conformance to standards (ISO, QMS) Importance of documentation accuracy Vendor performance rating sheets 	<ul style="list-style-type: none"> Enter and Analyse Vendor Data Using Excel Vendor Comparison Matrix Development Benchmarking and Compliance Assessment
LO3	Conduct field evaluations and prepare inspection reports.	
3.	<ul style="list-style-type: none"> Meaning of inspection reports Field evaluation methodology Use of inspection tools and PPE Supplier site visit checklists Rating methodology and report formats 	<ul style="list-style-type: none"> Conduct a Mock Safety Inspection and Write a Report Create a Field Evaluation Plan and Data Collection Tools Evaluate Vendor Performance and Prepare a Scorecard Report
LO5	Report and communicate the vendor performance results.	
4.	<ul style="list-style-type: none"> Deliver feedback to suppliers Internal communication channels (product, finance, legal) Guidelines for vendor warning/termination Follow-up and tracking improvements 	<ul style="list-style-type: none"> Deliver Supplier Feedback Role play Write a Vendor Warning or Termination Letter Create and Use a Vendor Performance Tracker

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
 - Picklist, BOM,
 - Transportation/Truck Schedules,
 - Inventory record sheet
2. Sample SOP documents
 - MHE – Forklift,

- Stackers,
 - reach trucks,
 - HOPT, BOPT etc.
3. IT Systems
 - Barcode
 - scanners,
 - Wi-Fi systems
 4. Material Handling Equipment
 - HOPT,
 - BOPT,
 - Stacker,
 - ladder,
 - Forklift etc
 5. Pallets, Totes, Storage Bins
 6. Shrink wraps, Dunnage
 7. Storage racks
 8. Basic 5s charts
 - Sample Inventory tracking sheet,
 - Sample Inventory records,
 - Requisition forms,
 - Incident reports etc
 9. First Aid Kit
 10. Safety and security equipment's on site
 - Fire extinguisher
 - Security cameras
 - LCD screens
 - Safety sign boards
 - Personal protective equipments (PPE) like gloves, helmets, ear plugs, jackets, harness, boiler suit etc.
 - Locking systems
 11. Housekeeping equipments on site
 - Vacuum cleaner
 - Mops
 - Cleaning chemicals
 - Cleaning Robots
 - Air purifiers
 - Filtering machines
 - Spill Absorbents
 12. Waste disposal equipment's such as scrap bins, recyclers, waste processing machines etc
 13. 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

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)	<ul style="list-style-type: none"> • 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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