

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

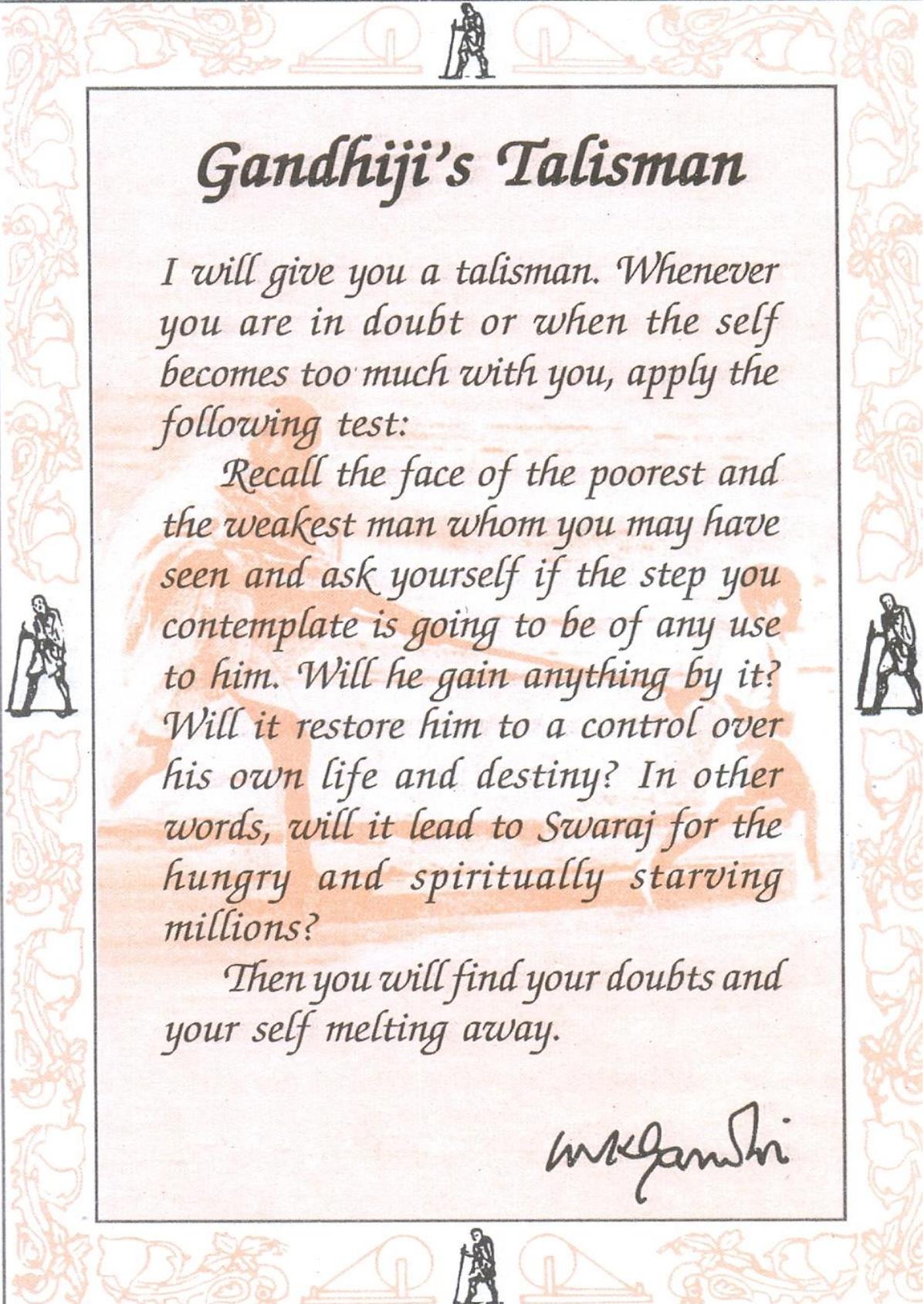
**JOB ROLE: Warehouse Claims Coordinator**  
(QUALIFICATION PACK: Ref. Id. LSC/Q2117)

**SECTOR: Logistics**

**Grade 11 and 12**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**  
(a constituent unit of NCERT, under MOE, Government of India)  
Shyamla Hills, Bhopal- 462 002, M.P., India  
<http://www.psscive.ac.in>



## *Gandhiji's Talisman*

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

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

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

*M.K. Gandhi*

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: Warehouse Claims Coordinator**  
(QUALIFICATION PACK: Ref. Id. LSC/Q2117)

**SECTOR: Logistics**  
**Grade 11 and 12**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**  
(a constituent unit of NCERT, under MoE, Government of India)  
**Shyamla Hills, Bhopal- 462 002, M.P., India**  
<http://www.psscive.ac.in>

---

**LEARNING OUTCOME BASED VOCATIONAL  
CURRICULUM**

**Logistics – Warehouse Claims Coordinator  
March, 2023**

© PSSCIVE, 2023

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

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being used by the purchaser of the work.

The views and opinions expressed in this publication are those of the contributors/ authors and do not necessarily reflect the views and policies of PSS Central Institute of Vocational Education, Bhopal. The PSSCIVE does not guarantee the accuracy of the data included in this publication and accepts no responsibility for any consequence of their use.

**Published by:**

Joint Director  
PSS Central Institute of Vocational  
Education, NCERT, Shyamla Hills, Bhopal



**PATRON**

Prof. Dinesh Prasad Saklani, Ph. D  
Director, National Council of Educational  
Research and Training (NCERT),  
New Delhi

Dr. Deepak Paliwal, Ph. D  
Joint Director  
PSS Central Institute of Vocational Education,  
Bhopal

**COURSE COORDINATOR**

Dr. Punnam Veeraiah, Ph. D  
Professor,  
Department of Business and Commerce  
PSSCIVE, Bhopal

## FOREWORD

---

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome-based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. The curriculum has been developed for the vocational education program introduced under the Centrally Sponsored Scheme of *Samagra Shiksha* of the Ministry of Education (erstwhile, Ministry of Human Resource Development) and is aligned to the National Skills Qualifications Framework (NSQF). The curricula for vocational courses are being developed under the project approved by the Project Approval Board (PAB) of 'Samagra Shiksha' which is an overarching program for the school education sector extending from pre-school to Grade 12. 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 **Warehouse Claims Coordinator**. The curriculum has been developed for the secondary students of Grade 11 and 12 and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualifications Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help students 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.

**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 for a skilled human resource, the Ministry of Education, (MoE), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of School Education under *Samagra Shiksha* 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 with the responsibility to develop learning outcome-based curricula, student workbooks, teacher handbooks, and e-learning materials for job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural, and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial, and communication skills to fulfil the needs of society and the world of work. In order to honour the 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, policymakers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings, and the use of reference materials develops the national curriculum.

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 the development of the 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* 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.

**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* and the officials of the Ministry of Education, Government of India for the financial support to the project for the development of curricula.

We are grateful to the Director of NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of MoE, and National Council for Vocational Education and Training (NCVET), the National Skill Development Corporation (NSDC), and Logistics Skill Council (LSC) for their academic support and cooperation in the development of Qualification file and curriculum.

We are thankful to the course coordinator Dr. Punnam Veeraiah, Professor and Head of Department of Business and Commerce (DBC), Deeksha Chaurasia, Assistant Professor, Department of Business and Commerce (DBC) and the experts for their untiring efforts and contributions to the development of this learning outcome-based curriculum. The contribution made by Dr. Gayatri H, *Head -Skilling in Schools & Academia Linkages*, Logistics Sector Skill Council (LSC), in the development of the curriculum for domain and non-domain skills is duly acknowledged. The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC) in the development of the curriculum the employability skills are duly acknowledged.

We acknowledge the assistance provided by Sunita Koli, Computer Operator Grade III and Harendra Singh Rajput in typing and composing of the material.

PSSCIVE Team

# CONTENTS

---

Sl. No.	Title		Page No.
	Foreword		(i)
	Preface		(ii)
	Acknowledgements		(iv)
1.	Course Overview		1
2.	Scheme of Units		2
3.	Teaching/Training Activities		4
4.	Assessment and Certification		4
5.	Unit Content	<b>GRADE 11</b>	
	<b>Part A</b>	<b>Employability Skills</b>	
		Unit 1: Communication Skills – III	8
		Unit 2: Self-management Skills – III	10
		Unit 3: Information and Communication Technology Skills - III	12
		Unit 4: Entrepreneurial Skills – III	13
		Unit 5: Green Skills – III	14
	<b>Part B</b>	<b>Vocational Skills</b>	
		Unit 1: Introduction to Supply Chain, Logistics and Warehousing	15
		Unit 2: Work Schedule and Claim Forms	17
		Unit 3: Preparing Claims	17
		Unit 4: Visual Inspection of Goods	18
	<b>GRADE 12</b>		
	<b>Part A</b>	<b>Employability Skills</b>	
		Unit 1: Communication Skills – IV	19
		Unit 2: Self-management Skills – IV	20
		Unit 3: Information and Communication Technology Skills – IV	21
		Unit 4: Entrepreneurial Skills – IV	23
		Unit 5: Green Skills – IV	25
	<b>Part B</b>	<b>Vocational Skills</b>	
		Unit 1: Validating the Claims	26
		Unit 2: Documentation for Claims	27
		Unit 3: Claim Reporting	28
		Unit 4: Health, Safety and Security Measures	29
6.	Organisation of Field Visits		30
7.	List of Equipment and Materials		31
8.	Vocational Teacher's/ Trainer's Qualification and Guidelines		34
9.	List of Contributors		37

---

# 1. COURSE OVERVIEW

---

## **COURSE TITLE: Logistics – Warehouse Claims Coordinator**

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

Warehouse Claims Coordinators are also known as Warehouse Claims Processors. Individuals in this role are responsible for receiving claims, assessing the goods concerned to ensure the claim is genuine and estimating the reimbursable amount. They are also required to verify all the documents, send the claims to the insurance companies and provide detailed reports to the management.

Warehouse Claims coordinator receives claims, assessing the goods concerned to ensure the claim is genuine and estimating the reimbursable amount. Storage of goods is as important as the manufacturing, marketing and transportation of goods. Storage involves receipt, identification, verification, sorting, putting away and retrieval for issue and even maintenance of goods. Thus, warehousing is a combination of number of activities performed in accordance with each other.

The primary responsibilities of a Warehouse Claims Coordinator revolve around handling claims and discrepancies in warehouse operations. By proactively addressing these issues, they ensure the accuracy and efficiency of inventory management. Storage is an essential activity for many business enterprises. Goods are stored to avoid sudden shortage. In order to avoid the situation such as price rise or sudden surge in demand, warehousing of goods is a good scheme. Raw material also needs to be stored so as to ensure uninterrupted supplies during a production cycle.

After completion of this course the learner would be able to work as warehouse claims coordinator to look after to receiving claims, assessing the goods concerned to ensure the claim is genuine and estimating the reimbursable amount. This job requires working well with his/her team and achieving joint goals. He/she must be able to prioritize and execute tasks within scheduled time limits. He/she should be able to maintain high concentration levels throughout his/her shift.

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

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

- Gather the required equipment to perform inspections
- Inspect the quarantined goods
- Conduct interview of claimants, witness, clients, suppliers and insurance companies
- Fill out the forms and forward to insurance companies
- Determine generic skills of claims coordinator process in warehousing
- Show professional skills of claims coordinator in warehousing.
- Administer first aid to a casualty with small cuts, grazes, bruises, external bleeding, minor burns and scalds
- Carry out safety, security and maintenance in warehousing and storage.
- Identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of others.

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

**COURSE LEVEL:** This is a beginner level course. On completion of this course, a student can take up diploma/degree level courses for job roles in warehouse and storage operations.

**COURSE DURATION: 600 hrs**

Grade 11 : 300 hrs  
Grade 12 : 300 hrs

---

**Total : 600 hrs**

---

## 2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Grade 11 and 12 opting for vocational subject along with general education subjects. 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
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills -III	25	10
	Unit 2: Self-management Skills -III	25	
	Unit 3: Information and Communication Technology Skills - III	20	
	Unit 4: Entrepreneurial Skills - III	25	
	Unit 5: Green Skills - III	15	
		<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		

	Unit 1: Introduction to Supply Chain, Logistics and Warehousing	40	40
	Unit 2: Work Schedule and Claim Forms	40	
	Unit 3: Preparing Claims	40	
	Unit 4: Visual Inspection of Goods	40	
		<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/ Student Portfolio	10	10
	Viva Voce	05	05
		<b>15</b>	<b>15</b>
	<b>Total</b>	<b>300</b>	<b>100</b>

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

<b>GRADE 12</b>			
<b>Units</b>		<b>No. of Hours for Theory and Practical 300</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills - IV	25	10
	Unit 2: Self-management Skills - IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills - IV	25	
	Unit 5: Green Skills – IV	15	
		<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Validating the Claims	40	40
	Unit 2: Documentation for Claims	40	
	Unit 3: Claim Reporting	40	
	Unit 4: Health, Safety and Security Measures	45	
		<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		<b>15</b>	<b>15</b>
	<b>Total</b>	<b>300</b>	<b>100</b>

### **3. TEACHING/TRAINING ACTIVITIES**

---

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

#### **CLASSROOM ACTIVITIES**

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

#### **PRACTICAL WORK IN LABORATORY/WORKSHOP**

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

#### **FIELD VISITS/ EDUCATIONAL TOUR**

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

### **4. ASSESSMENT AND CERTIFICATION**

---

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	0	2	0	04

	different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)				
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	<b>Total</b>	<b>5x1=5</b>	<b>10x2=20</b>	<b>5x3=15</b>	<b>40</b> <b>(20 questions)</b>

### SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOS) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

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

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

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

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

## 5. UNIT CONTENTS

### 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
	<b>Total</b>	<b>110</b>

#### UNIT 1: COMMUNICATION SKILLS – III

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate knowledge of communication	<ol style="list-style-type: none"> <li>1. Introduction to communication process</li> <li>2. Importance of communication</li> <li>3. Elements of communication</li> <li>4. Perspectives in communication</li> <li>5. Effective communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Role play on the communication process</li> <li>2. Group discussion on the importance of communication and factors affecting perspectives in communication</li> <li>3. Charts preparation on elements of communication</li> <li>4. Classroom discussion on the 7Cs (i.e., Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication</li> </ol>	03
2. Demonstrate verbal communication	<ol style="list-style-type: none"> <li>1. Verbal communication</li> <li>2. Public Speaking</li> </ol>	<ol style="list-style-type: none"> <li>1. Role-play of a phone conversation.</li> <li>2. Group activity on delivering a speech and practicing public speaking</li> </ol>	02
3. Demonstrate non-verbal	<ol style="list-style-type: none"> <li>1. Importance of non-verbal</li> </ol>	<ol style="list-style-type: none"> <li>1. Role-play on non-verbal</li> </ol>	

communication	communication 2. Types of non-verbal communication 3. Visual communication	communication 2. Group exercise and discussion on Do's and Don'ts to avoid body language mistakes 2. Group activity on methods of communication	02
4. Demonstrate speech using correct pronunciation	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group activities on practicing pronunciation	01
5. Apply an assertive communication style	1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication	1. Group discussion on communication styles 2. Group discussion on observing and sharing communication styles	03
6. Demonstrate the knowledge of saying no	1. Steps for saying 'No' 2. Connecting words	1. Group discussion on how to say 'No'	02
7. Identify and use parts of speech in writing	1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech	1. Group activity on identifying parts of speech 2. Writing a paragraph with punctuation marks 3. Group activity on constructing sentences 4. Group activity on identifying parts of speech	03
8. Write correct sentences and paragraphs	1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph	1. Activity on framing sentences 2. Activity on active and passive voice 3. Assignment on writing different types of sentences	02

9. Communicate with people	1. Greetings 2. Introducing self and others	1. Role-play on formal and informal greetings 2. Role-play on introducing someone 3. Practice and group discussion on how to greet different people?	02
10. Introduce yourself to others and write about oneself	1. Talking about self 2. Filling a form	1. Practicing self-introduction and filling up forms 2. Practicing self-introduction to others	01
11. Develop questioning skill	1. Main types of questions 2. Forming closed and open-ended questions	1. Practice exercise on forming questions 2. Group activity on framing questions	01
12. Communicate information about family to others	1. Names of relatives 2. Relations	1. Practice talking about family 2. Role-play on talking about family members.	01
13. Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines 2. Group activity on describing routines	01
14. Ask or give directions to others	1. Asking for directions 2. Using landmarks	1. Role-play on asking and giving directions 2. Identifying symbols used for giving directions	01
<b>Total</b>			<b>25</b>

### UNIT 2: SELF-MANAGEMENT-III

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Identify and analyse own strengths and weaknesses	1. Understanding self 2. Techniques for identifying strengths and weaknesses 3. Difference between interests and abilities	1. Activity on writing aims in life 2. Preparing a worksheet on interests and abilities	03
2. Demonstrate personal	1. Guidelines for dressing and	1. Role-play on dressing and grooming standards	04

grooming skills	grooming 2. Preparing a personal grooming checklist	2. Self-reflection activity on various aspects of personal grooming	
3. Maintaining personal hygiene	1. Importance of personal hygiene 2. Three steps to personal hygiene 3. Essential steps of hand washing	1. Role-play on personal hygiene 2. Assignment on personal hygiene	03
4. Demonstrate the knowledge of working in a team and participating in group activities	1. Describe the benefits of teamwork 2. Working in a team	1. Assignment on working in a team 2. Self-reflection on teamwork	03
5. Develop networking skills	1. Benefits of networking skills 2. Steps to build networking skills	1. Group activity on networking in action 2. Assignment on networking skills	03
6. Describe the meaning and importance of self-motivation	1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation	1. Activity on staying motivated 2. Assignment on reasons hindering motivation	03
7. Set goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals	1. Assignment on setting SMART goals 2. Activity on developing long-term and short-term goals using SMART method	03
8. Apply time management strategies and techniques	1. Meaning and importance of time management 2. Steps for effective time management	1. Preparing a checklist of daily activities	03
<b>Total</b>			<b>25</b>

<b>UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY-III</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Duration (20 hrs)</b>
1. Create a document on the word processor	<ol style="list-style-type: none"> <li>1. Introduction to ICT</li> <li>2. Advantages of using a word processor.</li> <li>3. Work with Libre Office Writer</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practice of the following: <ul style="list-style-type: none"> <li>• Creating a new document</li> <li>• Typing text</li> <li>• Saving the text</li> <li>• Opening and saving file on Microsoft Word/Libre Office Writer.</li> </ul> </li> </ol>	02
2. Identify icons on the toolbar	<ol style="list-style-type: none"> <li>1. Status bar</li> <li>2. Menu bar</li> <li>3. Icons on the Menu bar</li> <li>4. Multiple ways to perform a function</li> </ol>	<ol style="list-style-type: none"> <li>1. Group activity on using basic user interface of LibreOffice writer</li> <li>2. Group activity on working with Microsoft Word</li> </ol>	02
3. Save, close, open and print document	<ol style="list-style-type: none"> <li>1. Save a word document</li> <li>2. Close a word document</li> <li>3. Open an existing document</li> <li>4. Print</li> </ol>	<ol style="list-style-type: none"> <li>1. Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer</li> <li>2. Group activity on performing the functions for saving, closing and printing documents in Microsoft Word</li> </ol>	02
4. Format text in a word document	<ol style="list-style-type: none"> <li>1. Change style and size of text</li> <li>2. Align text</li> <li>3. Cut, Copy, Paste</li> <li>4. Find and replace</li> </ol>	<ol style="list-style-type: none"> <li>1. Group activity on formatting text in LibreOffice Writer</li> <li>2. Group activity on formatting text in Microsoft Word</li> </ol>	02
5. Check spelling and grammar in a word document	<ol style="list-style-type: none"> <li>1. Use of spell checker</li> <li>2. Autocorrect</li> </ol>	<ol style="list-style-type: none"> <li>1. Group activity on checking spellings and grammar using LibreOffice Writer</li> <li>2. Group activity on checking spellings and grammar using Microsoft Word</li> </ol>	02

6. Insert lists, tables, pictures, and shapes in a word document	<ol style="list-style-type: none"> <li>1. Insert bullet list</li> <li>2. Number list</li> <li>3. Tables</li> <li>4. Pictures</li> <li>5. Shapes</li> </ol>	<ol style="list-style-type: none"> <li>1. Practical exercise of inserting lists and tables using LibreOffice Writer</li> </ol>	03
7. Insert header, footer and page number in a word document	<ol style="list-style-type: none"> <li>1. Insert header</li> <li>2. Insert footer</li> <li>3. Insert page number</li> <li>4. Page count</li> </ol>	<ol style="list-style-type: none"> <li>1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer</li> <li>2. Practical exercise of inserting header, footer and page numbers in Microsoft Word</li> </ol>	03
8. Make changes by using the track change option in a word document	<ol style="list-style-type: none"> <li>1. Tracking option</li> <li>2. Manage option</li> <li>3. Compare documents</li> </ol>	<ol style="list-style-type: none"> <li>1. Group activity on performing track changes in LibreOffice Writer</li> <li>2. Group activity on performing track changes in Microsoft Word</li> </ol>	04
<b>Total</b>			<b>20</b>

**UNIT 4: ENTREPRENEURIAL SKILLS – III**

<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Duration (25 hrs)</b>
1. Differentiate between different kinds of businesses	<ol style="list-style-type: none"> <li>1. Introduction to entrepreneurship</li> <li>2. Types of business activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Role-play on different kinds of businesses around us</li> </ol>	03
2. Describe the significance of entrepreneurial values	<ol style="list-style-type: none"> <li>1. Meaning of value</li> <li>2. Values of an Entrepreneur</li> <li>3. Case study on qualities of an entrepreneur</li> </ol>	<ol style="list-style-type: none"> <li>1. Role-play on qualities of an entrepreneur</li> </ol>	03
3. Demonstrate the attitudinal changes required to become an entrepreneur	<ol style="list-style-type: none"> <li>1. Difference between the attitude of entrepreneur and employee</li> </ol>	<ol style="list-style-type: none"> <li>1. Interviewing employees and entrepreneurs</li> </ol>	03

4. Develop thinking skills like an entrepreneur	<ol style="list-style-type: none"> <li>1. Problems of entrepreneurs</li> <li>2. Problem-solving</li> <li>3. Ways to think like an entrepreneur</li> </ol>	1. Group activity on identifying and solving problems	04
5. Generate business ideas	<ol style="list-style-type: none"> <li>1. The business cycle</li> <li>2. Principles of idea creation</li> <li>3. Generating a business idea</li> <li>4. Case studies</li> </ol>	1. Brainstorming on generating a business ideas	04
6. Describe customer needs and the importance of conducting a customer survey	<ol style="list-style-type: none"> <li>1. Understanding customer needs</li> <li>2. Conducting a customer survey</li> </ol>	1. Group activity to conduct a customer survey	04
7. Create a business plan	<ol style="list-style-type: none"> <li>1. Importance of business planning</li> <li>2. Preparing a business plan</li> <li>3. Principles to follow for growing a business</li> <li>4. Case studies</li> </ol>	1. Group activity on developing a business plan	04
<b>Total</b>			<b>25</b>

<b>UNIT 5: GREEN SKILLS – III</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (08 hrs)</b>	<b>Duration (15 hrs)</b>
1. Describe the importance of the main sector of the green economy	<ol style="list-style-type: none"> <li>1. Meaning of ecosystem, food chain and sustainable development</li> <li>2. Main sectors of the green economy- E-waste management, green transportation, renewal energy, green construction,</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion on sectors of green economy</li> <li>2. Poster making on various sectors for promoting green economy</li> </ol>	06

	and water management		
2. Describe the main recommendations of policies for the green economy	1. Policies for a green economy	1. Group discussion on initiatives for promoting the green economy 2. Writing an essay or a short note on the important initiatives for promoting green economy.	03
3. Describe the major green sectors/ areas and the role of various stakeholders in the green economy	1. Stakeholders in the green economy	1. Group discussion on the role of stakeholders in the green economy 2. Making solar bulbs.	03
4. Identify the role of government and private agencies in the green economy	1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy	1. Group discussion on the role of Government and Private Agencies in promoting a green economy. 2. Poster making on green sectors.	03
<b>Total</b>			<b>15</b>

### Part B: Vocational Skills

Sl. No.	Units	Duration (Hrs)
1	Introduction to Supply Chain, Logistics and Warehousing	40
2	Work Schedule and Claim Forms	40
3	Preparing Claims	40
4	Visual Inspection of Goods	45
	<b>Total</b>	<b>165</b>

UNIT 1: INTRODUCTION TO SUPPLY CHAIN, LOGISTICS AND WAREHOUSING			
Learning Outcome	Theory (15 hrs)	Practical (25 hrs)	Total Duration (40Hrs)
1. Describe the supply chain	1. Meaning of supply chain 2. Function logistics	1. Prepare a chart showing basic	10

	<p>and supply chain</p> <ol style="list-style-type: none"> <li>Types of supply chain</li> <li>Components of supply chain</li> <li>Importance of supply chain</li> </ol>	<p>functions and requirements of supply chain and logistics</p> <ol style="list-style-type: none"> <li>Draw a chart showing models of supply chain.</li> <li>Supply Chain Components Matching Game</li> </ol>	
<p>2. Explain the components and importance of Logistics</p>	<ol style="list-style-type: none"> <li>Meaning of logistics</li> <li>Components of Logistics</li> <li>International Logistics</li> <li>Subsectors and opportunities in them</li> <li>Correlation of subsectors</li> <li>Logistics and warehousing</li> </ol>	<ol style="list-style-type: none"> <li>Draw a chart containing sub sectors of warehousing industry</li> <li>Draw a chart to correlate the logistics with warehousing</li> </ol>	10
<p>3. Describe fundamentals of warehousing</p>	<ol style="list-style-type: none"> <li>Meaning and Definition of Warehousing</li> <li>Needs of warehousing</li> <li>Benefits of warehousing</li> <li>Aims of warehousing</li> <li>Principles of warehousing</li> <li>Job Opportunities in warehousing</li> </ol>	<ol style="list-style-type: none"> <li>Visit to a warehouse and note down fundamental aspects of warehousing</li> <li>Identify the needs of warehousing in a given situation</li> <li>Prepare a report on benefits of warehouse after a visit</li> </ol>	10
<p>4. Describe the functions and classifications of warehouses and warehouse claims coordinator</p>	<ol style="list-style-type: none"> <li>Functions of warehousing</li> <li>Classification of warehouses</li> <li>Ownership and structure of warehouses</li> <li>Duties of warehouse claim coordinator</li> <li>Responsibilities of warehouse claim coordinator</li> <li>Documentation</li> </ol>	<ol style="list-style-type: none"> <li>Identify the types of warehouses in a given situation</li> <li>Classify the goods and their respective warehouses in a given situation</li> </ol>	10

	requirements in warehousing	
Total		40

### UNIT 2: WORK SCHEDULE AND CLAIM FORMS

Learning Outcome	Theory (13 hrs)	Practical (27 hrs)	Total Duration (40 Hrs)
1. Recognise the work schedule	<ol style="list-style-type: none"> <li>1. Meaning of work schedule</li> <li>2. Need of work schedule</li> <li>3. Elements of work schedule</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a chart contains elements of work schedule</li> <li>2. List components of work schedule</li> </ol>	10
2. Explain claim forms and types	<ol style="list-style-type: none"> <li>1. Meaning of claim form</li> <li>2. Need of claim form</li> <li>3. Elements of claim form</li> <li>4. Types of claim form</li> </ol>	<ol style="list-style-type: none"> <li>1. A field visit for learning the types of claim forms used in warehouse.</li> <li>2. Prepare a presentation on Understanding Claim Forms</li> </ol>	10
3. Describe the preparation of solving claim	<ol style="list-style-type: none"> <li>1. List of claim form</li> <li>2. Individual claim form</li> <li>3. Claim processing checklist</li> <li>4. Inspection checklist</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding Claim Process</li> </ol>	10
4. Set the priorities among claims and solve the pending claims	<ol style="list-style-type: none"> <li>1. Priorities of claim</li> <li>2. Set out the factors which affect the priorities of claim form</li> <li>3. Reason of pending claims</li> <li>4. Pending claims in schedule work</li> </ol>	<ol style="list-style-type: none"> <li>1. Field visit to study the prioritization of claims processing.</li> </ol>	10
<b>Total</b>			<b>40</b>

### UNIT 3: PREPARING CLAIMS

Learning Outcome	Theory (13 hrs)	Practical (27 hrs)	Total Duration (40 Hrs)
1. Describe the data to be collected regarding	<ol style="list-style-type: none"> <li>1. Concept of claim</li> <li>2. Claim processing</li> <li>3. Claims processing</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a chart showing the claims processing check list.</li> <li>2. Perform Role Play on</li> </ol>	10

claims	checklist 4. Claims data	Essential data required for claims 3. Field visit to understand claims processing and data collection and prepare report.	
2. Identify the necessary equipment required for preparing claims	1. Concept of inspection in claims 2. Necessary equipment required for preparing claims 3. Inspection procedure for claims	1. Demonstrate the procedure of inspection for claims 2. Field visit to enlist the necessary equipment required for preparing claims and prepare report. 3. Prepare Class Presentation and Discussion Inspection procedure in claims 4. Prepare Equipment Matching Game	10
3. Demonstrate the adjustment corrections to the testing equipment in claims procedure	1. Meaning of pending claims 2. Process of scheduling for pending claims 3. Procedure of testing equipment while clearing claims 4. Procedure to make adjustment corrections	1. Demonstrate the process of scheduling for pending claims 2. Perform Role Play on procedure to make adjustment corrections while clearing claims 3. Go through Case studies on pending claims.	10
4. Explain the pre-inspection testing of cameras and other equipment for claims	1. Trial of visual inspection of equipment-camera and other equipment 2. Check the fitness of inspection of equipment 3. Working problem of inspection of equipment 4. Solve issues and problems if any before the clearing of claims	1. Demonstrate the trial of inspection of equipment 2. Prepare a report on a visit to a warehouse and enquire from the executive(s) about pre-inspection testing of equipment 3. Prepare Class Presentation and Discussion	10
<b>Total</b>			<b>40</b>

<b>UNIT 4: VISUAL INSPECTION OF GOODS</b>			
<b>Learning Outcome</b>	<b>Theory (20 hrs)</b>	<b>Practical (25 hrs)</b>	<b>Total Duration (45 Hrs)</b>
1. Determine the inspection as per reasons mentioned in claim forms	<ol style="list-style-type: none"> <li>1. Methods of inspection</li> <li>2. Reasons mentioned in claim forms</li> <li>3. Visual inspection of quarantined goods as per mentioned in claim forms</li> </ol>	<ol style="list-style-type: none"> <li>1. A Case Study on Visual Inspection of Quarantined Goods.</li> <li>2. Draw a chart showing various methods of inspection of goods.</li> <li>3. Prepare a report on visiting a Warehouse for studying the reasons that were mentioned in past claim forms.</li> </ol>	15
2. Demonstrate the visual inspection for verification of claim	<ol style="list-style-type: none"> <li>1. Visual inspection with equipments to verify the claims</li> <li>2. Check the accuracy</li> <li>3. Refer to quality assurance team</li> <li>4. Usefulness of visual inspection equipment's</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a chart and a table on visual inspection via equipment of various damaged goods.</li> <li>2. Prepare a claim form and test the equipment of the good in Warehouse.</li> <li>3. Prepare a report on how Quality Assurance Team (QAT) works.</li> </ol>	10
3. Recording of results for claim goods	<ol style="list-style-type: none"> <li>1. Result of visual inspection for claim goods</li> <li>2. Note down the result in inspection checklist</li> <li>3. Photography for the evidence</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a report on inspection checklist for a warehouse.</li> <li>2. Prepare a chart and report on Evidence of segregated goods in a warehouse.</li> <li>3. Make a format on general inspection report and check list.</li> </ol>	10
4. Explain the reasons of damages, accuracy of claim and estimate the reimbursement of amount	<ol style="list-style-type: none"> <li>1. Reasons of damages</li> <li>2. Check the accuracy of claim</li> <li>3. Estimate the reimbursement of amount</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a report on Estimation of the Claim reimbursement amount.</li> <li>2. Prepare the reasons for damages of goods while visiting a warehouse.</li> <li>3. Prepare a chart on Inspection for the Accuracy of claims</li> </ol>	10
<b>Total</b>			<b>45</b>

**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
	<b>Total</b>	<b>110</b>

**UNIT 1: COMMUNICATION SKILLS - IV**

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate active listening skills	1. Active listening - listening skill, stages of active listening 2. Overcoming barriers to active listening	1. Group discussion on factors affecting active listening 2. Poster making on steps for active listening 3. Role-play on negative effects of not listening actively	10
2. Identify the parts of speech	1. Parts of speech – using capitals, punctuation, basic parts of speech, Supporting parts of speech	1. Group practice on identifying parts of speech 2. Group practice on constructing sentences	10
3. Write sentences	1. Writing skills to practice the following: <ul style="list-style-type: none"> <li>• Simple sentence</li> <li>• Complex sentence</li> <li>• Types of object</li> </ul> 2. Identify the types of sentences <ul style="list-style-type: none"> <li>• Active and Passive sentences</li> <li>• Statement/</li> <li>• Declarative sentence</li> </ul>	1. Group activity on writing sentences and paragraphs 2. Group activity on practicing writing sentences in active or passive voice 3. Group activity on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)	05

	<ul style="list-style-type: none"> <li>• Question/</li> <li>• Interrogative sentence</li> <li>- Emotion/ Reaction or Exclamatory sentence</li> <li>- Order or Imperative sentence</li> </ul> <p>3. Paragraph writing</p>		
<b>Total</b>			<b>25</b>

**UNIT 2: SELF-MANAGEMENT SKILLS – IV**

<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Duration (25 hrs)</b>
1. Describe the various factors influencing motivation and positive attitude	<ol style="list-style-type: none"> <li>1. Motivation and positive attitude</li> <li>2. Intrinsic and extrinsic motivation</li> <li>3. Positive attitude – ways to maintain positive attitude</li> <li>4. Stress and stress management - ways to manage stress</li> </ol>	<ol style="list-style-type: none"> <li>1. Role-play on avoiding stressful situations</li> <li>2. Activity on listing negative situations and ways to turn it positive</li> </ol>	10
2. Describe how to become result oriented	<ol style="list-style-type: none"> <li>1. How to become result oriented?</li> <li>2. Goal setting – examples of result-oriented goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Group activity on listing aim in life</li> </ol>	05
3. Describe the importance of self-awareness and the basic personality traits, types and disorders	<ol style="list-style-type: none"> <li>1. Steps towards self-awareness</li> <li>2. Personality and basic personality traits</li> <li>3. Common personality disorders- <ul style="list-style-type: none"> <li>• Suspicious</li> <li>• Emotional and impulsive</li> <li>• Anxious</li> </ul> </li> <li>4. Steps to overcome personality disorders</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion on self-awareness</li> <li>2. Group discussion on common personality disorders</li> <li>3. Brainstorming steps to overcome personality disorder</li> </ol>	10
<b>Total</b>			<b>25</b>

<b>UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (14 hrs)</b>	<b>Duration (20 hrs)</b>
1. Identify the components of a spreadsheet application	1. Getting started with spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet.	1. Group activity on identifying components of spreadsheet in LibreOffice Calc.	02
2. Perform basic operations in a spreadsheet	1. Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet. 6. Printing the spreadsheet.	1. Group activity on working with data on LibreOffice Calc.	03
3. Demonstrate the knowledge of working with data and formatting text	1. 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 2. Need to format cell and content 2. Changing text style and	1. Group activity on formatting a spreadsheet in LibreOffice Calc 2. Group activity on performing basic calculations in LibreOffice Calc.	02

	font size 3. Align text in a cell 4. 5. Highlight text		
4. Demonstrate the knowledge of using advanced features in spreadsheet	1. Sorting data 2. Filtering data 3. Protecting spreadsheet with password	1. Group activity on sorting data in LibreOffice Calc	03
5. Make use of the software used for making slide presentations	1. Presentation software available 2. Steps to start LibreOffice Impress 3. Adding text to a presentation	1. Group practice on working with LibreOffice Impress tools	02
6. Demonstrate the knowledge to open, close and save slide presentations	1. Open, Close, Save and Print a slide presentation	1. Group activity on saving, closing and opening a presentation in LibreOffice Impress	01
7. Demonstrate the operations related to slides and texts in the presentation	1. Working with slides and text in a presentation-adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour	1. Group activity on working with font styles in LibreOffice Impress	04
8. Demonstrate the use of advanced features in a presentation	1. Advanced features used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	1. Group activity on changing slide layout on LibreOffice Impress	03
<b>Total</b>			<b>20</b>

<b>UNIT 4: ENTREPRENEURIAL SKILLS-IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Duration (25 hrs)</b>
1. Describe the concept of entrepreneurship and the types and roles and functions and entrepreneur	<ol style="list-style-type: none"> <li>1. Entrepreneurship and entrepreneur</li> <li>2. Characteristics of entrepreneurship</li> <li>3. Entrepreneurship-art and science</li> <li>4. Qualities of a successful entrepreneur</li> <li>5. Types of entrepreneurs</li> <li>6. Roles and functions of an entrepreneur</li> <li>7. What motivates an entrepreneur</li> <li>8. Identifying opportunities and risk-taking</li> <li>9. Startups</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion on the topic "An entrepreneur is not born but created".</li> <li>2. Conducting a classroom quiz on various aspects of entrepreneurship.</li> <li>3. Chart preparation on types of entrepreneurs</li> <li>4. Brainstorming activity on What motivates an entrepreneur</li> </ol>	10
2. Identify the barriers to entrepreneurship	<ol style="list-style-type: none"> <li>1. Barriers to entrepreneurship</li> <li>2. Environmental barriers</li> <li>3. No or faulty business plan</li> <li>4. Personal barriers</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion about "What we fear about entrepreneurship"</li> <li>2. Activity on taking an interview of an entrepreneur.</li> </ol>	05
3. Identify the attitude that make an entrepreneur successful	<ol style="list-style-type: none"> <li>1. Entrepreneurial attitude</li> </ol>	<ol style="list-style-type: none"> <li>1. Group activity on identifying entrepreneurial attitude.</li> </ol>	05
4. Demonstrate the knowledge of entrepreneurial attitude and competencies	<ol style="list-style-type: none"> <li>1. Entrepreneurial competencies</li> <li>2. Decisiveness</li> <li>3. Initiative</li> <li>4. Interpersonal skills- positive attitude, stress management</li> <li>5. Perseverance</li> <li>6. Organisational skills-</li> </ol>	<ol style="list-style-type: none"> <li>1. Playing games, such as "Who am I".</li> <li>2. Brainstorming a business ideas</li> <li>3. Group practice on "Best out of Waste"</li> <li>4. Group discussion on the topic of "Let's grow together"</li> <li>5. Group activity on</li> </ol>	05

	time management, goal setting, efficiency, managing quality.	listing stress and methods to deal with it like Yoga, deep breathing exercises, etc. 6. Group activity on time management	
<b>Total</b>			<b>25</b>

<b>UNIT 5: GREEN SKILLS-IV</b>			
<b>Learning Outcome</b>	<b>Theory (05 hrs)</b>	<b>Practical (10 hrs)</b>	<b>Duration (15 hrs)</b>
1. Identify the benefits of the green jobs	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Transportation</li> <li>• Water conservation</li> <li>• Solar and wind energy</li> <li>• Eco-tourism</li> <li>• Building and construction</li> <li>• Solid waste management</li> <li>• Appropriate technology</li> </ul>	1. Group discussion on the importance of green job. 2. Chart preparation on green jobs in different sectors.	08
2. State the importance of green jobs	1. Importance of green jobs in <ul style="list-style-type: none"> <li>• Limiting greenhouse gas emissions</li> <li>• Minimizing waste and pollution</li> <li>• Protecting and restoring ecosystems</li> <li>• Adapting to the effects of climate change</li> </ul>	1. Preparing posters on green jobs. 2. Group activity on tree plantation. 3. Brainstorming different ways of minimizing waste and pollution	07
<b>Total</b>			<b>15</b>

## Part B: Vocational Skills

Sl. No.	Units	Duration (Hrs)
1.	Validating the Claims	40
2.	Documentation for Claims	40
3.	Claim Reporting	40
4.	Health, Safety and Security Measures	45
	<b>Total</b>	<b>165</b>

UNIT 1: VALIDATING THE CLAIMS			
Learning Outcome	Theory (15 hrs)	Practical (25 hrs)	Total Duration (40 Hrs)
1. Finding the causes of damages with experts	<ol style="list-style-type: none"> <li>Inspect quarantined goods</li> <li>Causes of damage</li> <li>Validate the damages with expert</li> <li>False claims</li> <li>Update claim status while validating the claims</li> </ol>	<ol style="list-style-type: none"> <li>Visit to a nearby warehouse list out reasons for damages and prepare report.</li> <li>Prepare a chart to demonstrate Causes of Damages.</li> </ol>	10
2. Demonstrate the interview procedure for validating the claims	<ol style="list-style-type: none"> <li>Meaning of interviews</li> <li>Types of interviews</li> <li>Interview procedure for validating the claim</li> <li>Parties involve in validating the claims</li> </ol>	<ol style="list-style-type: none"> <li>Prepare a chart to demonstrate Causes of Damages.</li> <li>Prepare a chart to demonstrate 'Types of Interviews'.</li> </ol>	10
3. Recognise filing conditions	<ol style="list-style-type: none"> <li>Filing of claim within the period</li> <li>Conditions of filing claims</li> <li>Reference of previous cases</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate how 'Claim Filing' works.</li> <li>Prepare Terms and Conditions Signage</li> </ol>	10
4. Cleanup and disposal of quarantined goods	<ol style="list-style-type: none"> <li>Cleaning of quarantined area after inspection</li> <li>Disposing quarantined goods after inspection</li> <li>Services of external agencies</li> </ol>	<ol style="list-style-type: none"> <li>Prepare a chart on 'Disposal of goods after inspection'.</li> <li>Prepare Chart of Cleaning Procedure in warehouse</li> </ol>	10
<b>Total</b>			<b>40</b>

<b>UNIT 2: DOCUMENTATION FOR CLAIMS</b>			
<b>Learning Outcome</b>	<b>Theory (15 hrs)</b>	<b>Practical (25hrs)</b>	<b>Total Duration (40 Hrs)</b>
1. Identify the required documents	<ol style="list-style-type: none"> <li>1. Meaning of documents</li> <li>2. Types of documents</li> <li>3. Essential requirements for preparing documents</li> </ol>	<ol style="list-style-type: none"> <li>1. Requirements of Documents for warehouse claim coordinator</li> <li>2. Prepare a checklist for types of documents</li> <li>3. Perform Role Play on requirements of documents</li> <li>4. Perform Role-play on document handling.</li> </ol>	10
2. Verify the forms in claim process	<ol style="list-style-type: none"> <li>1. Types of form</li> <li>2. Assessment form</li> <li>3. Invoice / bill</li> <li>4. Claim forms</li> <li>5. Insurance forms</li> <li>6. Check list of required forms</li> </ol>	<ol style="list-style-type: none"> <li>1. Field Visit for better understanding about various types of forms required during claim process.</li> <li>2. Perform Role-Play on Claims Verification Process</li> </ol>	10
3. Inform claimant by claims coordinator	<ol style="list-style-type: none"> <li>1. Claim amount</li> <li>2. Maximum claim amount</li> <li>3. Resolve issues if any</li> <li>4. Legal aspects for claims amount</li> </ol>	<ol style="list-style-type: none"> <li>1. Field Visit for better understanding about claim process and determination of claim amount by claim coordinator.</li> <li>2. Perform Role-play on Determining Claim Amount</li> </ol>	10
4. Forward the claim forms to insurance company	<ol style="list-style-type: none"> <li>1. Process of claim</li> <li>2. Documents required for claim</li> <li>3. Forward concerned insurance company with evidence and recommendations</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit of the warehouse to understand the activity of warehouse claim coordinator as how he processes the claims and prepare report.</li> <li>2. Perform Role-play on Customer Interaction</li> <li>3. Perform Role play on Filing Claim forms</li> </ol>	10
<b>Total</b>			<b>40</b>

<b>UNIT 3: CLAIM REPORTING</b>			
<b>Learning Outcome</b>	<b>Theory (15 hrs)</b>	<b>Practical (25 hrs)</b>	<b>Total Duration (40 Hrs)</b>
1. Demonstrate the procedure of reporting	<ol style="list-style-type: none"> <li>1. Concept of report and its importance</li> <li>2. Types of reports</li> <li>3. Contents of report</li> <li>4. Needs of report</li> </ol>	<ol style="list-style-type: none"> <li>1. Field Visit for identifying the various types of report required for claim</li> <li>2. Draw a chart containing different contents of the report.</li> </ol>	10
2. Report on false claims	<ol style="list-style-type: none"> <li>1. Concept of False claims</li> <li>2. Process of reporting false claims</li> <li>3. Reason for considering claims false</li> </ol>	<ol style="list-style-type: none"> <li>1. Field Visit to identify the false claims</li> <li>2. Draw a chart containing the different reasons of false claims</li> </ol>	10
3. Explain the difficulties and delay in Claims	<ol style="list-style-type: none"> <li>1. Difficulties in Claims</li> <li>2. Reasons of Delay</li> <li>3. Interaction with claimants</li> <li>4. Government agencies</li> <li>5. Other agencies</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform Role Play on claim difficulties. Resolve the issues raised by insurance company</li> <li>2. Field Visit to study the Claims Processing difficulties</li> </ol>	10
1. Resolve the issues raised by insurance company	<ol style="list-style-type: none"> <li>1. Issues with insurance company</li> <li>2. Process of resolve insurance queries</li> <li>3. Procedure for Escalation Matrix</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit an insurance agency and identify issues in claim process.</li> <li>2. Visit a warehouse and identify issue resolution process.</li> </ol>	10
<b>Total</b>			<b>40</b>

<b>UNIT 4: HEALTH, SAFETY AND SECURITY MEASURES</b>			
<b>Learning Outcome</b>	<b>Theory (18 hrs)</b>	<b>Practical (27 hrs)</b>	<b>Total Duration (45 Hrs)</b>
1. Monitor the safety regulations and procedures in case of fire hazards and bio hazards	<ol style="list-style-type: none"> <li>1. Warehouse safety procedures</li> <li>2. Workplace health and safety responsibilities.</li> <li>3. Type of Accident and emergency in</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit warehouse to understand the workplace safety procedure</li> <li>2. Draw a chart and fill the given worksheet of safe handling</li> </ol>	15

	<p>the warehouse</p> <ol style="list-style-type: none"> <li>Health risk in the warehouse for documentation assistant</li> <li>Techniques for safe handling</li> <li>Reasons of occurrence of accidents</li> <li>Precautionary measures for data handling</li> </ol>	<ol style="list-style-type: none"> <li>Draw a chart and fill the given worksheet of handling emergencies in case of leakage</li> <li>Arrange the sequence of the Figures given in the worksheet in order to rescue for fire emergency</li> </ol>	
2. Identify the protective personal equipment	<ol style="list-style-type: none"> <li>Meaning of protective personal equipment</li> <li>Types of protective personal equipment</li> <li>Use of protective personal equipment</li> <li>Rules of warehouse floor regarding distance between personnel and area allotment</li> </ol>	<ol style="list-style-type: none"> <li>Identify the protective personal equipment and prepare report.</li> <li>Demonstrate the uses of protective personal equipment in a given chart</li> </ol>	10
3. Follow the organization procedure with respect to security, material handling and accidents	<ol style="list-style-type: none"> <li>Organizational procedure of security</li> <li>Organizational procedure for material handling</li> <li>Organizational procedure for accidents</li> <li>Concept of 5S</li> <li>Standard operating procedures (SOP) while handling dangerous and hazardous goods</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate the organizational procedure of security</li> <li>Visit a warehouse and observe the organizational procedure for material handling and prepare a report</li> </ol>	10
4. Recognize and report unsafe conditions and conduct visual	<ol style="list-style-type: none"> <li>Meaning of unsafe conditions in warehouse</li> <li>Adhere to</li> </ol>	<ol style="list-style-type: none"> <li>Prepare a PPT presentation on standardized operating procedure</li> </ol>	10

inspection	standardized operating procedure of warehouse	of warehouse and submit 2. Prepare a chart of visual inspection at warehouse for general equipment safety, Lifting Equipment and Fork Lift Trucks, storage system and manual handling	
<b>Total</b>			<b>45</b>

## 6. ORGANISATION OF FIELD VISITS

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

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

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

## 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

SL No	Name of Item	Quantity	Approximate Cost
1.	Physical balance(01mg) / Counter Balance (01gm sensitivity)	1	1400-2400

2.	Digital moisture meter calibrated for all the commodities to be stored/ handled	1	15000
3.	Sieve Set	1	2500
4.	Scoops (different sizes)	2 sets	3000
5.	Forceps and brushes	2 sets	1000
6.	Weight Box (1mg to 200gm)	1 set	2000
7.	Enamel plates with smooth white surface (30 cm dia with raised rims)	10	3000
8.	Sample bags-polythene and cloth	As per Requirement	1000
9.	Parkhi (Bag trier)	As per Requirement	800
10.	Sample seal	1	200
11.	Magnifying glass (magnification 10X)	2	3200
12.	Petri dish (80X70 mm)	As per Requirement	90
13.	Measuring Cylinders (5ml to 50ml) graduated	5	1700
14.	Recommended Pesticides( for prophylactic and curative treatments) and rat control	As per requirement	800
15.	Rat cages (wonder traps)	As per requirement	200
16.	Thermoplastic fumigation covers (IS 13217:1991)	As per requirement	300
17.	Multilayered cross laminated fumigation sheets/covers (IS 14611:1998)	As per requirement	800
18.	Foot / Hand sprayers	As per requirement	3000
19.	Sand snakes	As per requirement	8000
20.	Adhesive tape	As per requirement	80
21.	Tarpaulin	2	2000
22.	Ladder	1	800
23.	First Aid box	1	800
24.	Fire extinguishers	As prescribed in Annexure V	800
25.	Fire buckets	As prescribed in Annexure V	250
26.	Platform Scales	As per need	450
27.	Gum boots	As per requirement	600

28.	Goggles	As per requirement	500
29.	Gas Mask (full vision facemask) & Canister for use with ALP	As per requirement	600
30.	Polythene film	As per requirement	700
31.	Bamboo mats	As per requirement	500
32.	Wooden crates/polycrates	As per requirement	300
33.	Hectolitre weight apparatus	1	15000
34.	Sample Divider	1	15000
35.	Vernier Caliper (manual/Digital)	1	16000
36.	Thermo-hygrometer	2	2000
37.	Glass wares (Beakers 500ml, Funnels, Flasks conical 200 ml & 500 ml)	Two each	100
38.	Filter papers	As per requirement	600
39.	Chemical reagents: (i) Methylene Blue solution (ii) Dilute hydrochloric acid (iii) distilled water (for determination of de- husked grain in rice)	As per requirement	5000
40.	Glass tubes	10	600
41.	Metal Probe (12 ft long for introducing ALP tablets)	As per requirement	750
42.	Phosphine Alert personal monitor	1	18000
43.	Phosphine gas Monitor	1	8000
44.	Tool Box (for minor repairs of pesticide application equipment)	As per requirement	14000
45.	Dust Mask	As per requirement	5000
46.	Aprons	As per requirement	500
47.	Resuscitator	1	800

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

- Organizational Chart of the warehouse
- Fork lifts
- Reach trucks
- Shelf designs
- Shelf marks
- Trolleys
- Any other automatic and semi-automatic equipment used on site.
- Safety and security equipment's on site
  - Fire extinguisher

- Security cameras
- LCD screens
- Safety sign boards
- Personal protective equipment's (PPE) like gloves, helmets, jackets, harness etc.
- Locking systems

Housekeeping equipment's on site

- Vacuum cleaner
- Mops
- Cleaning chemicals
- Cleaning Robots
- Air purifiers
- Filtering machines
- Spill Absorbents

Waste disposal equipment's such as scrap bins, recyclers, waste processing machines etc

Any other equipment mentioned in the student's manual can be sighted during the field visit

### C. Teaching/Training Aids

- Computer
- LCD Projector
- Projection Screen
- White/Black Boards
- 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.	Post Graduate (M. Com/MBA) or Three-years Diploma in Logistics Management, P.G. Diploma in Logistics Management with at least 55% marks And One-year work or teaching experience in the area of logistics.  Preference will be given to higher education with PHD/ NET in Commerce and Management or	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills. Technical competencies (e.g., in areas such as marketing, sales promotion, store maintenance, marketing and merchandising etc.)</li> </ul>	18-37 years (as on Jan. 01 (year))  Age relaxation to be provided as per Govt. rules.

	MBA/M. Com / (Marketing or Logistics Management) and/or PG Diploma in Marketing or Logistics Management.		
--	--	--	--

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 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:

- i. Participation in guidance and counselling activities conducted at Institutional, District and State level;
- ii. Adoption of innovative teaching and training methods;
- iii. Improvement in result of vocational students of Grade X or Grade XII;

- iv. Continuous up gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
- v. Membership of professional society at District, State, Regional, National and International level;
- vi. Development of teaching-learning materials in the subject area;
- vii. Efforts made in developing linkages with the Industry/Establishments;
- viii. Efforts made towards involving the local community in Vocational Education
- ix. Publication of papers in National and International Journals;
- x. Organisation of activities for promotion of vocational subjects;
- xi. Involvement in placement of students/student support services.

## 9. LIST OF CONTRIBUTORS

---

### 1. Dr. Punnam Veeraiah

Professor and HOD  
Department of Business & Commerce,  
PSSCIVE, Bhopal  
Email: [vp672000@gmail.com](mailto:vp672000@gmail.com)  
Mob: 08989014432, 09893332807

### 2. Dr. Deeksha Chaurasia

Assistant Professor,  
Department of Business & Commerce,  
PSSCIVE, Bhopal  
Email: [deekshachaurasia112@gmail.com](mailto:deekshachaurasia112@gmail.com)  
Mob: 07000751



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

X X X X X X  
X X X X X X  
X X X X X X

X X X X X X  
X X X X X X  
X X X X X X

## PSS Central Institute of Vocational Education

(A constituent unit of NCERT, under Ministry of Education, Government of India)

Shyamla Hills, Bhopal-462002, M.P., India|[www.psscive.ac.in](http://www.psscive.ac.in)