

LEARNING OUTCOME BASED VOCATIONAL CUR RICULUM

JOB ROLE: Consignment Tracking Executive

(QUALIFICATION PACK: Ref. Id. LSC/Q1121)

SECTOR: Logistics

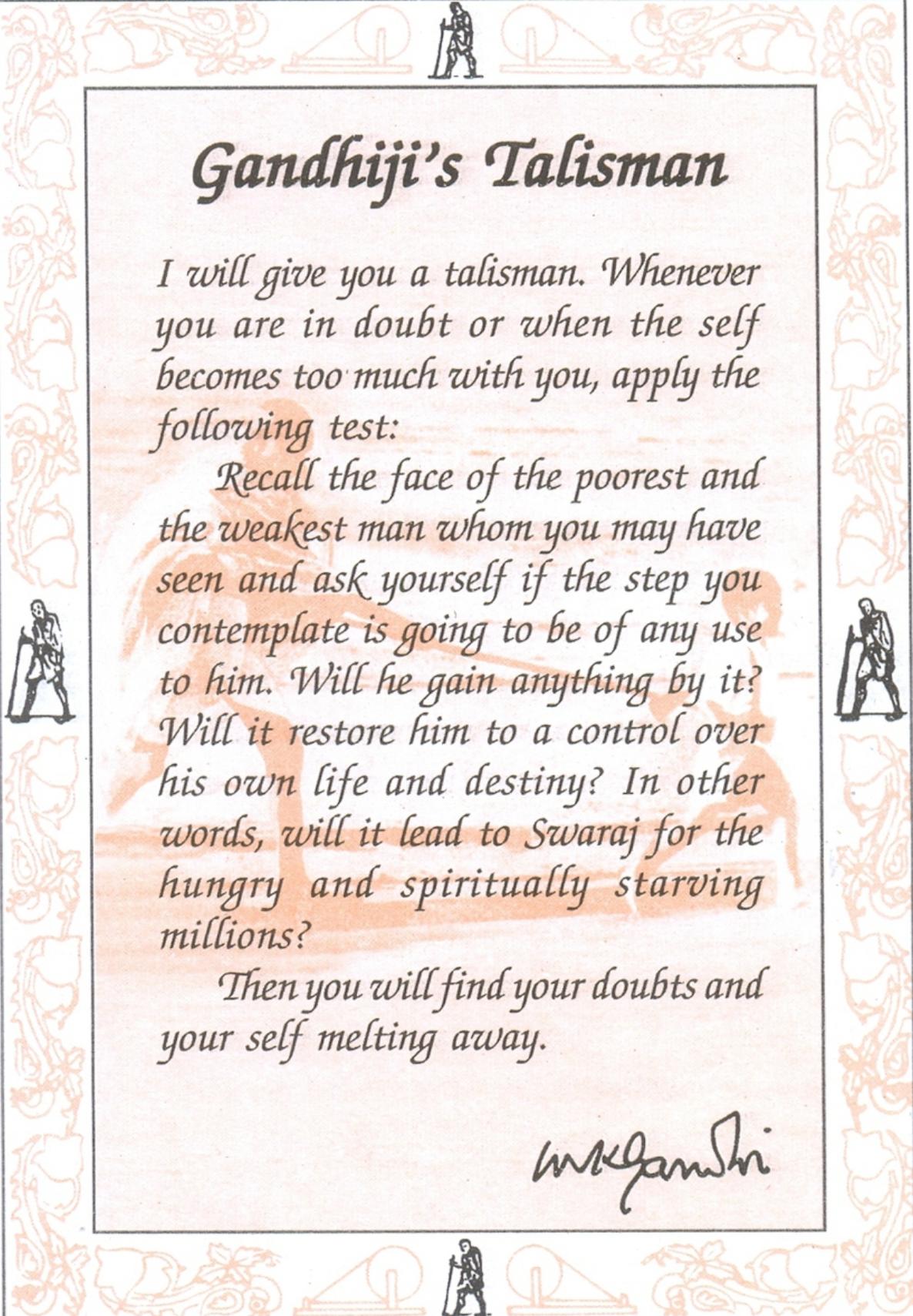
Classes 9 and 10

PSS CENTRALINSTITUTE OFVOCATIONAL EDUCATION

(a constituent unit of NCERT, under MHRD, 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

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NCERT**

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

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LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Logistics - Consignment Tracking Executive

June, 2017

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Joint Director

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FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved

by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). The main purpose of the learning outcome based curricula is to bring about the improvement in teaching-learning process and working competences through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of Consignment Tracking Executive. The curriculum has been developed for the 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 the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

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

Hrushikesh Senapaty

Director

National Council of Education Research and Training

(i)

PREFACE

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

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

The PSSCIVE firmly believes that the vocationalisation of education in the nation need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry.

The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSSCIVE has initiated the work on developing learning outcome based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 100 job roles in various sectors.

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

(ii)

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.

RAJESH P. KHAMBAYAT

Joint Director

PSS Central Institute of Vocational Education

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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 *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) and the officials of the Ministry of Human Resource Development (MHRD), Government of India for the financial support to the project for development of curricula.

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

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

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

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

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Logistics – Consignment Tracking Executive

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

Consignment Tracking Executives are also known as Consignment Trackers or Consignment Tracking Clerks. Individuals in this role are responsible for tracking each consignment at regular intervals as it moves from origin to its destination along the suggested route. They coordinate with the truck driver, transport companies and transport authorities to update real time information on the system.

Storage of goods is as important as the manufacturing, marketing and transportation of goods.

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

Storage is an essential activity for many business enterprises. Goods are stored to avoid sudden shortage. In order to avoid the situation such as price rise or sudden surge in demand, warehousing of goods is a good scheme.

Raw material also needs to be stored so as to ensure uninterrupted supplies during a production cycle.

After completion of this course the learner would be able to work as consignment tracking executive and will be able to work well with various individuals including truck drivers, warehouse representatives and transport coordinators. The learner will be able to prioritize and execute tasks within scheduled time limits and also will be able to maintain high concentration levels and have a thorough understanding of routes and vehicle loads. The difference in the task performed under receiving assistant the receiving assistant is responsible for completing the paperwork and receiving inbound consignments, checking them against invoices, identifying missing or defective items and processing returns with the distributor. They also help with cross docking, entering information regarding goods received and their storage location in the computer system and forwarding invoices to accounts payable.

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

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system;
- Demonstrate the basic skills of using computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;

- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- Identify and demonstrate safe use of hand and power tools/equipment used in warehouses;
- Carry out housekeeping activities in the warehouses.
- Carry out safety, security and maintenance in warehousing and storage.
- Determine generic skills of consignment tracking with storage, transport service and update clients.
- Show professional skills of consignment tracking in warehousing transport service and dealing with customers.
- Understand significance of labelling, coding, signage and packing standards;
- Roles and responsibilities of consignment tracking executive
- Deal with protective equipment (PPE), material handling Equipment(MHE) and loss and damage in warehouse;
- Administer first aid to a casualty with small cuts, grazes, bruises, external bleeding, minor burns and scalds

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

COURSE LEVEL: This is a beginner level course. On completion of this course, a student can take up an Intermediate level course for a job role in warehouse and storage operations such as Documentation Assistant and Warehouse Claims Coordinator in Class XI and Class XII.

COURSE DURATION: 400 hrs

Class 9 : 200 hrs

Class 10 : 200 hrs

Total : 400 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 Class 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 9 is as follows:

The unit-wise distribution of hours and marks for Class 9 is as follows:

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: 30

S.No.	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)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
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	1	1	05
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	1	0	02
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	3x1=3	6x2=12	5x3=15	30 (14 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.

CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term 'continuous' is **CURRICULUM: LOGISTICS – CONSIGNMENT TRACKING EXECUTIVE**

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meant to emphasize that evaluation of identified aspects of students 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, the CCE manual of Central Board of Secondary Education (CBSE) or the guidelines issued by the State Boards on the procedure for CCE should be followed by the Institutions.

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5. UNIT CONTENTS

CLASS 9

Part A: Employability Skills

Sl. No.

Units

Duration

(Hrs)

1.

Communication skills - I

20

2.

Self-management skills - I

10

3.

Information and Communication Technology Skills-I

20

4.

Entrepreneurial skills - I

15

5.

Green skills - I

10

Total

75

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Unit 1: Communication Skills - I

Learning Outcome

Theory

Practical

Total

(08 hrs)

(12 hrs)

Duration

(20 Hrs)

1. Demonstrate

1. Methods of communication

1. Writing pros and

knowledge of

- Verbal

cons of written,

various methods

-

05

Non-verbal

verbal and non-

of communication

-

verbal

Visual

communication

2. Listing do's and

don'ts for avoiding

common body

language mistakes

2. Identify elements of

1. Meaning of communication

1. Draw a diagram of

communication

2. Importance of communication

communication cycle

cycle

skills

2. Role plays on

3. Elements of communication

communication

cycle–

process related to the

05

(i) sender,

sector/job role

(i) ideas,

(i i) encoding,

(iv) communication channel,

(v) receiver,

(vi) decoding, and

(vii) feedback

3. Identify the factors 1. Perspectives in

1. Group discussion on

affecting our

communication

factors affecting

perspectives in

2. Factors affecting

perspectives in

05

communication

perspectives in

communication

communication

2. Sharing of

- Visual perception

experiences on

- Language

factors affecting

- Past experience

perspectives

- Prejudices

3. Sharing experiences

-

on factors affecting

Feelings

communication at

- Environment

workplace

4. Demonstrate the

1. Writing skills related to the 1. Demonstration and

knowledge of basic

following:

practice of writing

writing skills

sentences and

Phrases

paragraphs on topics

05

Kinds of sentences

related to the subject

Parts of sentence

Parts of speech

Use of articles

Construction of a

paragraph

Total

20

Unit 2: Self-management Skills – I

Learning Outcome

Theory

Practical

Total

(07 hrs)

(03 hrs)

Duration

(10 Hrs)

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1.

1. Meaning of self-management 1.

Identification of

05

Describe the

2. Positive results of self-

self-

meaning and

management

management skill s

importance of self-

3. Self-management skill s

2.

Strength and

management

weakness analysis

2.

a.i.1.

1.Role play exercises

05

Identify the factors

Factors that help in building

on building self-

that helps in

self-confidence – social,

confidence

building self-

cultural, and physical factors

2. Use of positive

confidence

a.i.2.

metaphors/ words

3. Positive stroking on

Self-confidence building tips –

wakeup and before

getting rid of the negative

going bed

thoughts, thinking positively,

4. Helping others and

staying happy with smal

working for

things, staying clean,

community

hygienic and smart, chatting

with positive people, etc.

Total

10

Unit 3: Information and Communication Technology Skills – I

Learning Outcome

Theory

Practical

Total

(06 hrs)

(14 hrs)

Duration

(20 Hrs)

1. Describe the role of

1. Introduction to ICT

1. Discussion on the role

Information and

2. Role and importance

and importance of ICT

Communication

in personal life and at

Technology (ICT) in

of ICT in personal life and

workplace.

04

day-to-day life and

at workplace

2. Preparing posters /

workplace

3. ICT in our daily life

(examples)

col ages for showing

4. ICT tools - Mobile, tab,

the role of ICT at

workplace

radio, TV, email, etc.

2. Identify components

1. Computer system - Central 1. Connecting the cables

of basic computer

Processing Unit (CPU),

and peripherals to the

system and their

memory, motherboard,

Central Processing Unit

functions

storage devices

2. Starting and shutting

2. Hardware and software of
down a computer

a computer system

3. Group discussion on

3. Role and functions of

the various aspects of

07

Random Access

hardware and software

Memory(RAM) and Read

Only Memory(ROM)

4. Role and functions of

Central Processing Unit

5. Procedure for starting and

shutting down a computer

3. Demonstrate use of

1. Peripherals devices and

1. Identification of various

various

their uses – mouse,

parts and peripherals of

components and
keyboard, scanner,
a computer
peripherals of
webcam, etc. of a computer

2. Demonstration and
computer system
system
practice on the use of
mouse

05

3. Demonstration and
practice on the use of

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keyboard

4. Demonstration of the
uses of printers,
webcams, scanner and

other peripheral devices

5. Drawing diagram of computer system and labelling it

4. Demonstrate basic

1. Primary operations on a

1. Identification of the computer skills

computer system – input, various input and output

04

process, storage, output, units and explanation of communication networking, their purposes etc.

Total

20

Unit 4: Entrepreneurial Skills - I

Total

Theory

Practical

Learning Outcome

Duration

(06 hrs)

(09 hrs)

(15 Hrs)

1. Identify various 1. Types of businesses –

1. Prepare posters of

types of business

service, manufacturing,

business activities found

activities

hybrid

in cities/villages, using

2. Types of businesses

pictures

found in our community

2. Discuss the various

3. Business activities around

types of activities,

us

generally adopted by
small businesses in a
local community

3. Best out of waste

09

4. Costing of the product
made out of waste

5. Selling of items made
from waste materials

6. Prepare list of
businesses that provides
goods and services in
exchange for money

7.

2. Demonstrate the

1. Meaning of

1. Prepare charts showing

knowledge of

entrepreneurship

advantages of

distinguishing

development

entrepreneurship over

characteristics of

2. Distinguishing

wages

entrepreneurship

characteristics of

2. Group discussions on

entrepreneurship

role and features of

3. Role and rewards of

entrepreneurship

06

entrepreneurship

3. Lectures/presentations

by entrepreneurs on

their experiences and

success stories

4. Identify core skills of

successful entrepreneur

Total

15

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Unit 5: Green Skills - I

Total

Theory

Practical

Learning Outcome

Duration

(07 hrs)

(03 hrs)

(10 Hrs)

1. Demonstrated the

1. Introduction to

1. Group discussion on

05

knowledge of the

environment,

hazards of

factors influencing

2. Relationship between

deteriorating

natural resource

society and environment,

environment

conservation

ecosystem and factors

2. Prepare posters

causing imbalance

showing environment

3. Natural resource

conservation

conservation

3. Discussion on various

4. Environment protection

factors that influence

and conservation

our environment

2. Describe the

1. Definition of green

1. Discussion on the
importance of green
economy

benefits of green

economy and green

2. Importance of green

skills and importance

05

skills

economy

of green economy

2. Prepare a Poster

showing the

importance of green

economy with the

help of

newspaper/magazine

cuttings

Total

10

Part B: Vocational Skills

Sl.

Units

Duration

No.

(Hrs)

1.

Introduction to Logistics and Supply Chain

25

2.

Introduction to Warehousing

20

3.

Tracking Information

25

4.

Prepare for Consignment Tracking

25

Total

95

Unit 1: Introduction to Logistics and Supply Chain

Learning Outcome

Theory

Practical

Total

(10 hrs)

(15 hrs)

Duration

(25 Hrs)

1. Describe the basics

1. Meaning

of 1. Prepare a chart showing

07

of logistics and

logistics and supply

basic functions and

supply chain

chain

requirements of supply

2. Function logistics

chain and logistics

and supply chain

2.

3.

Visit a warehouse to

Types of supply

chain

prepare a short report on

4. Importance of

given situation

supply chain and

logistics

5. Logistics linkage

in supply chain

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Unit 1: Introduction to Logistics and Supply Chain

Learning Outcome

Theory

Practical

Total

(10 hrs)

(15 hrs)

Duration

(25 Hrs)

management

2. Explain the basics

1. Meaning of inventory

1. Make a presentation on
of inventory

2. Different types of
types and importance of
inventory and its

inventory

importance

06

3. Various inventory
classifications

techniques

3. Identify Inbound

1. Meaning of inbound

1. Distinguish between the
and outbound

and outbound

various activities performed

activities and

activities

in the warehouse in a given

logistic operations

2. Major activities that

situation

are performed inside

2. List out the importance of

06

a warehouse

warehouse operations in

3. Various operations in

effective logistics in the chart

warehouse and their

form

importance in the

effective logistics

4. Outline basics of

1. Various

1. Visit to a warehouse and

Consignment

functions / operations

differentiate between various

tracking executive

of the warehouse

functions of warehouse and

2. Expectations from

prepare a report

consignment tracking 2. Prepare a chart of role and

executive in his/her

responsibility of consignment

06

job role

tracking executive

3. Role and

responsibility of

consignment tracking

executive

Total

25

Unit 2: Introduction to Warehousing

Learning Outcome

Theory

Practical

Total

(08 hrs)

(12 hrs)

Duration

(20 Hrs)

1. Describe

1. Meaning and needs of

1. Draw a chart contains

fundamentals of

warehousing

the various benefits of

warehousing and its

2. Benefits of

warehouse

functions

warehousing

3.

2. Form a group and

Aims of warehousing

4. Warehousing

discuss about the

operations

various steps involved in

05

5. Various operations in

the warehouse

warehouses

operations

3. Identify the various

primary and secondary

functions in a given

situation.

2. Identify the

1. Classification of

1. Visit the ware houses

05

different types of

warehouses

and prepare a report on

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Unit 2: Introduction to Warehousing

Learning Outcome

Theory

Practical

Total

(08 hrs)

(12 hrs)

Duration

(20 Hrs)

warehousing

2. Types of

the types of warehouses

warehouses

and its respective goods

3. Prepare a layout

1. Meaning and

1. Visit the nearest
of warehousing
significance of
warehouse and design
warehouse layout
the sample layout of

2. Warehousing
warehouse for general
layout principles
consignment

3. General warehouse 2. Draw a chart containing
layout
principles of warehouse

4. Warehouse layout
layout

05

and design objectives

3. Visit a nearby
warehouse and list out
the characteristics of
general warehouse

layout

4. Sketch the warehouse

layout and design with

suitable equipments

5. Identify the

1. Meaning of PPE and

1. Identify the

personal protective

MHE

personal protective

equipment (PPE)

2. Functions of PPE and

equipments

and material

MHE

2. Enlist the functions

handling equipment

3. Importance of PPE and

of personal protective

05

(MHE)

MHE

equipments

3. Explain the

importance of personal

protective equipments

Unit 3: Tracking Information

Learning Outcome

Theory

Practical

Total

(10 hrs)

(15 hrs)

Duration

(25 Hrs)

1. Obtain

1. Meaning of schedule

1. Prepare schedule for

schedule from

2. Importance of schedule in

work for the day

seniors

logistics

including client list and

3. Work schedule

sequencing from

06

transport manager

4. Sequencing of activity

5. Preparing visitors and

client list

2. Collect details 1. Standard format of client 1. Obtain the consignment

of clients and

details

details for each client

booking

2. Checklist of tracking

and the booking

checklist from the

3. Standard procedure of

transport manager in a

09

operation

given situation

4. Standard check list used

by transport manager

3. Describe

1. meaning of consignment

1. Draw a chart containing

04

consignment

2. Features of consignment

the specific conditions

3. Specific conditions of

of consignment

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consignments

4. Determine

1. Meaning of client

1. In a given situation

client and technical

2. Meaning of technical
find out who are the first
support
support
time clients and the

3. Accounting for
account balance, credit
limit details for long
consignment tracking
term clients and track

06

4. People and
the consignment and
equipment as a technical
resolve problems if any
support
then prepare report and
submit

Total

25

Unit 4: Prepare for Consignment Tracking

Learning Outcome

Theory

Practical

Total

(10 hrs)

(15 hrs)

Duration

(25 Hrs)

1.

Gather

1. Discuss on list of

1. Identify the tools,

information on tracking

information and

equipment and

consignment

relevant documents

consignment in the

on tracking

warehouse in a given

2. Consignment

situation

06

classification helps in

tracking

2. Gather documents

3. Importance of tracking

related to information to

4. Method of tracking

track a consignment in a

given situation

2. Gather

1. Personal protective

1. Wear all the necessary

information and

equipment (PPE) as

Personal Protective

equipment

required by the

Equipment (PPE) as

product or the

required by the product or

environment

the environment

2. Material handling

2. Prepare the list of

06

Equipment(MHE) and

required material

its uses

handling

Equipment(MHE)dependi

ng on inventory and keep

them ready

3. Process tracking

2. Use of computer

1. Switch on the computer

consignments

systems

and login using given

3. Intranet as per

company credentials

company

and save all data given.

4. Company software for

2. Switch on printer, check

06

dealing with tracking

ink levels in cartridge,

5. Printer and its settings

refil /change if required

and take a sample print

6. Feeding of information

in the computer

7. Use of telephone

4. Organise

1. Save data, safely

1. Perform save given

07

computer terminal

log off and switch off

data, safely log off and

and documents

the computer.

switch off the computer.

2. List of contact

2. Identify and dispose

details of the trucking

documents which are

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Unit 4: Prepare for Consignment Tracking

Learning Outcome

Theory

Practical

Total

(10 hrs)

(15 hrs)

Duration

(25 Hrs)

companies, check-

no longer valid or not

posts, local authorities

required in a given

3. Clean of work

situation.

area and ready for the

3. Make a report on

next work for the day.

stationery required like

4. Use of GPS

paper, pens, etc. are

5. Resolving issues

available to quickly note

down information if

required.

4. Have the list with

the contact details of

the trucking companies,

check posts, local

authorities, etc. ready

for easy reference and if

any issue arises in a

given situation the how

you will handle it

prepare a report

Total

25

CLASS 10

Part A: Employability Skills

Sl. No.

Units

Duration

(Hrs)

1.

Communication skills – II

20

2.

Self-management skills - II

10

3.

Information and Communication Technology skills – II

20

4.

Entrepreneurial skills – II

15

5.

Green skills - II

10

Total

75

Unit 1: Communication Skills - II

Learning Outcome

Theory

Practical

Total

(12 hrs)

(08 hrs)

Duration

(20 Hrs)

1. Demonstrate

1. Methods of

1. Writing pros and cons of

knowledge of

communication

written, verbal and non-

various methods

- Verbal

verbal communication

05

of communication

- Non-verbal

2. Listing do's and don'ts for

- Visual

avoiding common body

language mistakes

3. Provide

1. Communication cycle

1. Constructing sentences for

descriptive and

and importance of

providing descriptive and

specific feedback

feedback

specific feedback

03

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2. Meaning and

importance of feedback

3. Descriptive feedback -

written comments or

conversations

4. Specific and non-

specific feedback

3. Apply measures to 1. Barriers to effective

1. Enlisting barriers to effective

overcome barriers

communication – types

communication

in communication

and factors

2. Applying measures to

04

2. Measures to overcome

overcome barriers in

barriers in effective

communication

communication

4. Apply principles

1. Principles of effective

1. Constructing sentences

of communication

communication

that convey all facts

2. 7 Cs of effective

required by the receiver

03

communication

2. Expressing in a manner

that shows respect to the

receiver of the message

3. Exercises and games on

applying 7Cs of effective

communication

5. Demonstrate

2. Writing skills to the

1. Demonstration and

basic writing skills

following:

practice of writing

sentences and paragraphs

Sentence

on topics related to the

05

Phrase

subject

Kinds of Sentences

Parts of Sentence

Parts of Speech

Articles

Construction of a

Paragraph

Total

20

Unit 2: Self-management Skills - II

Learning Outcome

Theory

Practical

Total

(05 hrs)

(05 hrs)

Duration

(10 Hrs)

1. Apply stress

1. Meaning and importance 1. Exercises on stress

management

of stress management

management

06

techniques

techniques – yoga,

2. Stress management

meditation, physical

techniques – physical

exercises

exercise, yoga,

2. Preparing a write-up on

meditation

an essay on

3. Enjoying, going to

experiences during a

vacations and holidays

holiday trip

with family and friends

4. Taking nature walks

3. Demonstrate the 1. Importance of the ability 1. Demonstration on

ability to work

to work independently

working independently

04

independently

2. Describe the types of

2. goals

self-awareness

3. Planning of an activity

3. Describe the meaning of 4. Executing tasks in a

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self-motivation and self-
specific period, with no
regulation

help or directives

5. Demonstration on the
qualities required for
working independently

Total

10

Unit 3: Information and Communication Technology Skills– II

Learning Outcome

Theory

Practical

Total Duration

(08 hrs)

(12 hrs)

(20 Hrs)

1. Distinguish

1. Classes of operating

1. Identification of task

between different

systems

bar, icons, menu,

operating systems

2. Menu, icons and task bar

etc.

17

on the desktop

2. Demonstration and

3. File concept, file

practicing of

operations, file

creating, renaming

organization, directory

and deleting files

structures, and file-system

and folders, saving

structures

files in folders and

4. Creating and managing

sub-folders,

restoring files and
files and folders
folders from recycle
bin

2. Apply basic skills

1. Importance and need of

1. Demonstration of

for care and

care and maintenance of

the procedures to

maintenance of

computer

be followed for

computer

- Cleaning computer

cleaning, care and

03

components

maintenance of

- Preparing maintenance

hardware and

schedule

software

- Protecting computer

against viruses

- Scanning and cleaning

viruses and removing

SPAM files, temporary files

and folders

Total

20

Unit 4: Entrepreneurial Skills - II

Learning

Theory

Practical

Total

Outcome

(06 hrs)

(09 hrs)

Duration

(15 Hrs)

1. List the

1. Entrepreneurship

1. Writing a note on

15

characteristics

and society

entrepreneurship as career option

of successful

2. Qualities and

2. Collecting success stories of first

entrepreneur

functions of an

generation and local entrepreneurs

entrepreneur

3. Listing the entrepreneurial

3. Role and

qualities – analysis of strength and

importance of an

weaknesses

entrepreneur

4. Group discussion of self-qualities

4. Myth about

that students feel are needed to

entrepreneurship

become successful entrepreneur

5. Entrepreneurship

5. Collect information and related

as a career option

data for a business

6. Make a plan in team for setting up

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a business

Total

15

Unit 5: Green Skills - II

Total

Duration

Learning

Theory

Practical

(10

Outcome

(07 hrs)

(03 hrs)

Hrs

)

1. Demonstrate

1. Definition of

1. Identify the problem related to

the knowledge

sustainable

sustainable development in the

of importance,

development

community

problems and

2. Importance of

2. Group discussion on the importance of

solutions

sustainable

respecting and conserving indigenous

related to

development

knowledge and cultural heritage

sustainable

3. Problems related 3. Discussion on the responsibilities and

development

10

to sustainable

benefits of environmental citizenship,

development

including the conservation and

protection of environmental values

4. Preparing models on rain water

harvesting, drip / sprinkler irrigation,

vermin-compost, solar energy, solar

cooker, etc.

Total

10

Part B: Vocational Skills

Sl. No. Units

Duration

(Hrs)

1.

Monitor Consignment

20

2.

Track Consignment

25

3.

Post Tracking Activity

25

4.

Health, Safety and Security Measures

25

Total

95

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Unit 1: Monitor Consignment

Learning Outcome

Theory

Practical

Total

(08 hrs)

(12 hrs)

Duration

(20 Hrs)

1. Use of

1. Reading lorry receipt

1. In a given situation use

details of Lorry

2. check each

the details provided in the

Receipt

consignment

Lorry Receipt and check on

05

3. Check route of truck

each consignment using the

system

2. Determine

1. Route covered

1. Determine whether the

distance covered

2. Time management of

truck has covered sufficient

by truck

trucks

distance and would reach the

05

destination on time and

submit a report of a given

situation

3. Find out

1. Route changes

1. In a given situation find

changes in work

2. Changes in

out route changes or any

procedure

paperwork for

other changes in paperwork

05

consignment

for any consignment in the
system and note it down to
inform the driver

4. Identify and

1. Flow of information

1. In a given situation

note down

to technical team

identify and prepare a report
issues/problems/

2. Noting of

of issues/problems/delays in
delays in the

issues/problems/delays

the system and accordingly

05

system and

in the system

inform the supervisor for any

inform the

other alternate arrangements

supervisor

Total

20

Unit 2: Track Consignment

Learning Outcome

Theory

Practical

Total

(10 hrs)

(15 hrs)

Duration

(25 Hrs)

1. Arrange

1. Manage calls

1. In a given situation

calls to track

2. Use of information in

calls up the drivers of the

consignment

tracking

trucks that have not reported any information

05

and track the truck based on the information; prepare report of that activity

2. Identify

1. Noting of the track of

1. Track a truck by

tracking of truck

truck

checking it with post and

05

and use of

2. Gathering information of

officials in a given

information

transport

situation

3. Understand

1. Meaning of cause

1. Prepare a report For

cause and

2. Reasons of cause

trucks that had reported

report

3. Resume journey

delays or problems,

05

understand the cause and

resolve it to resume the

journey

4. Provide

1. Meaning of technical

1. Provide on

05

technical

issue

documentation problems

service

2. List of technical issues

or accidents, how will you

assistance

in transport

escalate it to the transport

3. Technical team

coordinator or the

transport manager

4. Manage technical team

prepare a report

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Unit 1: Monitor Consignment

Learning Outcome

Theory

Practical

Total

(08 hrs)

(12 hrs)

Duration

(20 Hrs)

1. Use of

1. Reading lorry receipt

1. In a given situation use

details of Lorry

2. check each

the details provided in the

Receipt

consignment

Lorry Receipt and check on

05

3. Check route of truck

each consignment using the

system

2. Determine

1. Route covered

1. Determine whether the

distance covered

2. Time management of

truck has covered sufficient

by truck

trucks

distance and would reach the

05

destination on time and

submit a report of a given

situation

5. Technical service

providers

5. Update

1. Meaning of reminders

1. Prepare a reminder

client, Manager

2. Importance of reminders

and procedure to remind

and driver for

3. Meaning of weather

drivers of route

conditions arise

changes/special weather

conditions

conditions and make sure

4. Noting of weather
that they are aware of it

05

conditions

and also update

5. Update Transport

Transport Manager /

Manager / Outbound team /

Outbound team /

Customer for delay

Customer in case of any

delays

Total

25

Unit 3: Post Tracking Activity

Learning Outcome

Theory

Practical

Total

(10 hrs)

(15 hrs)

Duration

(25 Hrs)

1. Update

1. Input all the information

1. Perform update

information

concerning consignment

activity of given

2. Update all the information

information in the

3. Technical staff and

computer

coordination

2. In a given situation

4. Changes as per the order

make sure all the

5. Tracking information

flagged consignments

6. Forwarding information

which had not reported

08

pertaining to the

progress have been

documentation

followed up on and

7. Billing invoice

prepare report.

8. File copies for records

purposes according to

company policies

9. Order closing

2. Prepare report

1. Importance of work

1. In a given situation

12

and submit to

instructions

identify common cause

management

2. Material handling and

for errors and suggest

ergonomics

possible solution to

3. Safe work practices

management

2. Suggest method to

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Unit 3: Post Tracking Activity

Learning Outcome

Theory

Practical

Total

(10 hrs)

(15 hrs)

Duration

(25 Hrs)

carried inside the warehouse

improve storage activity

and types of reports such as

in a given situation

checking, issues and

3. Demonstrate

suggestions, delay or

ergonomics of material

damaged, missing

handling

consignment report, and also

about inability of tracking

4. Procedure for report to the

management for appropriate

actions

3. Organise

1. Save data, safely log off

1. Perform save

workspace

and switch off the computer.

action for given data,

2. Dispose of documents

safely log off and switch

3. Area inspection as per

off the computer.

05

standard procedure

2. Identify and

4. Clean of work area and

dispose documents

which are no longer

ready for the next work for the

valid or not required in a

day.

given situation

Total

25

Unit 4: Health, Safety and Security Measures

Learning Outcome

Theory

Practical

Total

(10 hrs)

(15 hrs)

Duration

(25Hrs)

1. Monitor the

1. Warehouse safety

1. Draw a chart contains

Safety

procedures

the warehouse safety

Regulations and

2. Workplace health

procedure

Procedures in

and safety

2. Visit at least two

case of fire

responsibilities.

warehouses to see how it

hazards and bio

3. Type of Accident

differs with one another and

hazards

and emergency in the

prepare a list

warehouse

3. Identify the workplace

4. Health risk in the

health and safety

warehouse for

responsibilities in a given

consignment tracking

situation

executive

4. Classify the accident

08

5. Techniques for safe

and emergency in the

handling

warehouse

6. Reasons of

5. Visit at least two

occurrence of accidents

warehouses and identify the

health risk in the warehouse

for consignment tracking

executive

6. Demonstrate the

Warehouse Safety

procedures in a given

situation

2. Identify the

1. Meaning of

1. Identify the protective

07

protective

protective personal

personal equipment and

personal

equipment

prepare a chart

equipment

2. Types of protective

2. Demonstrate the use of

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Unit 4: Health, Safety and Security Measures

Learning Outcome

Theory

Practical

Total

(10 hrs)

(15 hrs)

Duration

(25Hrs)

personal equipment

protective personal

3. Use of protective

equipment

personal equipment

3. Prepare a chart showing

4. Rules of

floor rules and area allotted

warehouse floor

to work

regarding distance

between personnel and

area all otment

3. Fol ow the

1. Organizational

1. Demonstrate the

organization

procedure of security

organizational procedure of

procedure with

2. Organizational

security

respect to

procedure for material

2. Visit a warehouse and

security, material

handling

observe the organizational

handling and

3. Organizational

procedure for material

05

accidents

procedure for accidents

handling and prepare a

report

3. Handle the

organizational procedure for

accidents

4. Recognize

1. Meaning of unsafe

1. Visit a warehouse and

and report unsafe

conditions in warehouse

identify the unsafe

conditions and

2. Adhere to

conditions in warehouse and

conduct visual

standardized operating

prepare a report

inspection

procedure of warehouse

2. Prepare a PPT

05

3. Visual inspection of
presentation on
activity area and
standardized operating
equipments
procedure of warehouse and
submit

Total

25

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

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6.

Sale procedure

7.

Manpower engaged

8.

Total expenditure of warehouse

9.

Total annual income

10. Profit/Loss (Annual)

11. Any other information

7. LIST OF EQUIPMENT AND MATERIALS

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

A. Training Material inside Lab

1. Charts of handling equipment's
2. Charts of marks and labels used on packages and boards
3. Samples of inventory
4. Instruments used for opening packages and resealing packages like cutters and strapping machines, clips etc.
5. Unitization devices such as pallets and packing net, PPE and MHE.
6. Sample copies of warehouse register format used by Inventory clerk for learning data entry and data check
7. Sample formats as given in the student's handbook
8. Prepare the charts of organizational hierarchy and process charts (as included in the student's handbook)

B. Equipment's to be seen during Field Visit

1. Sample documents
 - o Picklist, BOM,
 - o Transportation/Truck Schedules,

- o Inventory record sheet
- 2. Sample SOP documents
 - o MHE – Forklift,
 - o Stackers,
 - o reach trucks,
 - o HOPT, BOPT etc.
- 3. IT Systems
 - o Barcode
 - o scanners,
 - o Wi-Fi systems
- 4. Material Handling Equipment
 - o HOPT,
 - o BOPT,
 - o Stacker,
 - o ladder,
 - o Forklift etc
- 5. Pal ets, Totes, Storage Bins
- 6. Shrink wraps, Dunnage
- 7. Storage racks

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8. Basic 5s charts

- o Sample Inventory tracking sheet,
- o Sample Inventory records,
- o Requisition forms,
- o Incident reports etc

9. First Aid Kit

10. Safety and security equipments on site

o

Fire extinguisher

o

Security cameras

o

LCD screens

o

Safety sign boards

o

Personal protective equipments (PPE) like gloves, helmets, ear plugs, jackets, harness, boiler suit etc.

o

Locking systems

11.

Housekeeping equipments on site

o *Vacuum cleaner*

o *Mops*

o *Cleaning chemicals*

o *Cleaning Robots*

o *Air purifiers*

o *Filtering machines*

o *Spil Absorbents*

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

2. Any other equipment mentioned in the student's manual can be sighted during the field visit **C. Teaching/Training Aids**

1. Computer

2. LCD Projector

3. Projection Screen

4. White/Black Boards

5. Flip Charts

8. VOCATIONAL TEACHER'S/ TRAINER'S

QUALIFICATION AND GUIDELINES

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.

Qualification

Minimum Competencies

Age Limit

No.

1.

Graduate or Diploma in Logistics

Effective communication skills

18-37 years

Management, P.G. Diploma in

(oral and written)

(as on Jan.

Logistics Management with at least

01 (year))

Basic computing skills.

50% marks and 1 year work or

teaching experience in the area of

Technical competencies (e.g. in

Age

logistics. Preference will be given to areas such as marketing, sales relaxation to higher education with MBA (Logistics promotion, store maintenance, be provided Management) and/or PG Diploma in marketing and merchandising as per Govt. Logistics Management. etc.)

rules.

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

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

The State may engage Vocational Teachers/Trainers in schools approved under the component of

Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways: (i)

directly as per the prescribed qualifications and industry experience suggested by the PSS

Central Institute of Vocational Education(PSSCIVE), NCERT or the respective Sector Skill Council(SSC)

OR

(i)

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;

(i)

Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and

(i i) 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;

(i)

Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;

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(i i) 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 upgradation of competency;

(vi) Cater to different learning styles and level of ability of students;

(vi i) Assess the learning needs and abilities, when working with students with different abilities (ix) Identify any additional

support the student may need and help to make special arrangements for that support;

(x)

Provide placement assistance

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

1.

Participation in guidance and counselling activities conducted at Institutional, District and State level;

2.

Adoption of innovative teaching and training methods;

3.

Improvement in result of vocational students of Class X or Class XII;

4.

Continuous upgradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;

5.

Membership of professional society at District, State, Regional, National and International level;

6. Development of teaching-learning materials in the subject area;

7.

Efforts made in developing linkages with the Industry/Establishments;

8.

Efforts made towards involving the local community in Vocational Education

9.

Publication of papers in National and International Journals;

10.

Organisation of activities for promotion of vocational subjects;

11.

Involvement in placement of students/student support services.

9. LIST OF CONTRIBUTORS

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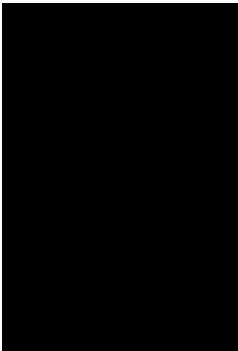
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Document Outline

- [COURSE TITLE: Logistics – Consignment Tracking Executive](#)