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LEARNING OUTCOME

BASED

VOCATIONAL

CURRICULUM

JOB ROLE: Courier Sorter

(QUALIFICATION PACK: Ref. Id. LSC/Q3026)

SECTOR: Logistics

Classes 9 and 10

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

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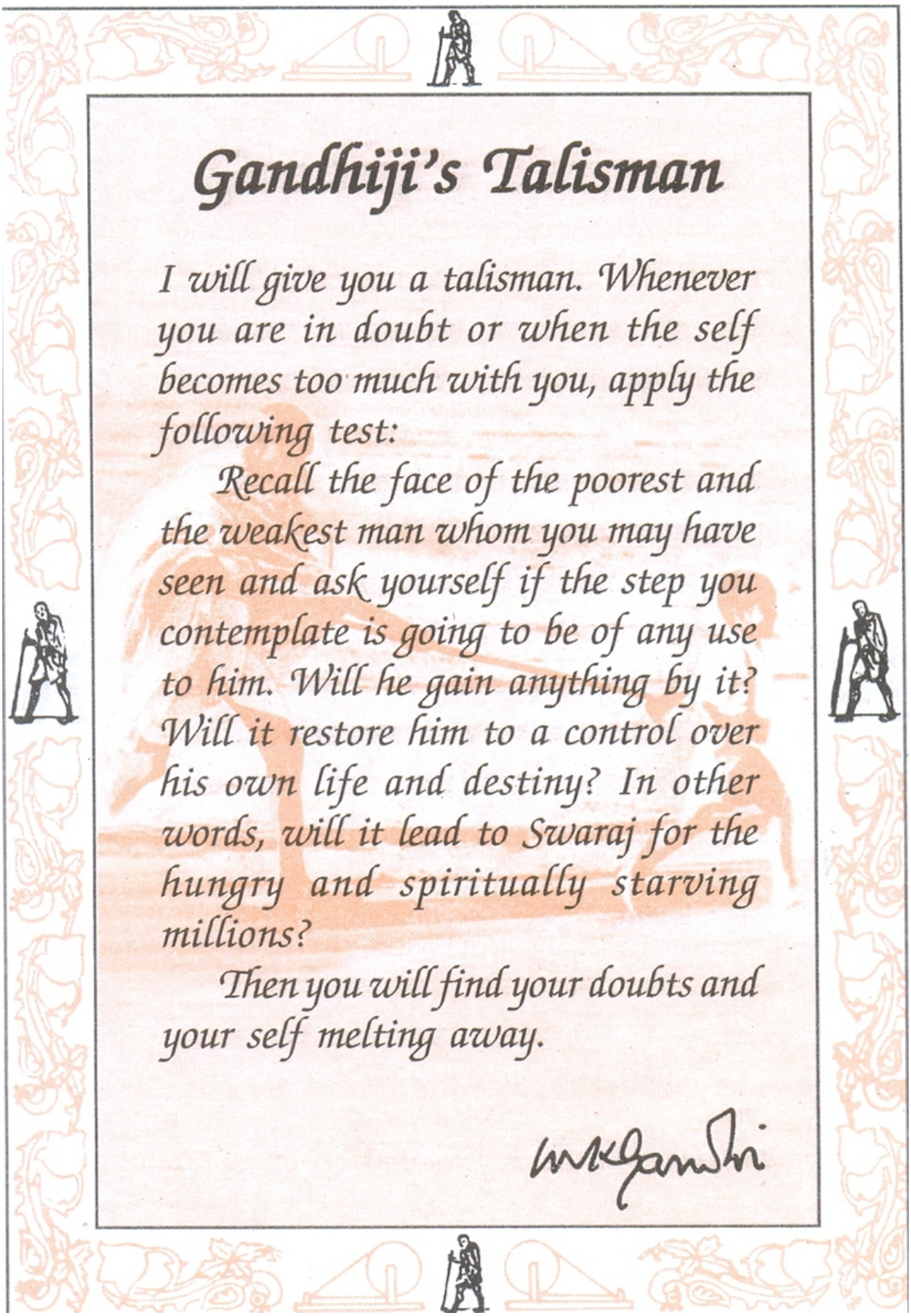

Gandhiji's Talisman

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

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

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

M K Gandhi

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पं.सु.श. केन्द्रीय व्यावसायिक शिक्षा संस्थान
(एन.सी.ई.आर.टी की इकाई, मानव संसाधन विकास मंत्रालय, भारत सरकार के अन्तर्गत)
श्यामला हिल्स, भोपाल 462 013 (मध्यप्रदेश)
दूरभाष : +91 755 2660691, 2660651
फैक्स : 2660580, 2660481
ई–मेल : jdpsscive@yahoo.co.in
वेबसाइट : www.psscive.nic.in

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(A Constituent unit of NCERT, under Ministry of Human Resource Development (MHRD), Govt. of India)
Shyamla Hills, Bhopal 462 013, (Madhya Pradesh)
Telephone : +91 755 2660691, 2660651
Fax : +91 755 2660580, 2660481
E-mail : jdpsscive@yahoo.co.in
Website : www.psscive.nic.in

PATRON

Prof. H.K. Senapathy, Ph.D.,

Director, National Council of Educational

Research and Training (NCERT),

New Delhi

Prof. Rajesh Khambayat, Ph. D

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Joint Director

PSS Central Institute of Vocational Education,

Bhopal

COURSE COORDINATOR

Dr. P. Veeraiah

Associate Professor,

Department of Business and Commerce

PSSCIVE, Bhopal

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Logistics – Courier Sorter

June, 2017

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http://www.psscive.ac.in

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Published by:

Joint Director

PSS Central Institute of Vocational Education,

NCERT, Shyamla Hil s, 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. It is a part of Central y 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.

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It is a matter of great pleasure to introduce this learning outcome learning outcome based curriculum as part of the vocational training packages for the job role of Courier Sorter. 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 Skil Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skil s to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skil s 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 wil be of immense value to us in bringing about further improvement in this document.

Hrushikesh Senapaty

Director

National Council of Education Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are immense and the possibilities are equal y exciting. The world is looking at us to deliver sustainable

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growth and progress. To meet the growing expectations, India wil largely depend upon its young workforce. The much-discussed demographic dividend wil bring sustaining benefits only if this young workforce is skil ed and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skil ed human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Central y 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 skil ed 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 skil demands of the industry.

The curriculum, therefore, aims at developing the desired professional, managerial and communication skil s 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

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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 al 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 Shiskha Abhiyan* (RMSA) of MHRD.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, al the institutions involved in the delivery system shal 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 wil 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

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curricula and courseware. We hope that this document wil prove useful in turning out more competent Indian workforce for the 21st century.

RAJESH P. KHAMBAYAT

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 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 col eagues at the Technical Support Group of RMSA, MHRD, RMSA Cel at the National Council of Educational Research and Training (NCERT), National Skil Development Agency (NSDA) and National Skil Development Corporation (NSDC) and Logistics Skil 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 Hil s, Bhopal and B. L. Gupta Professor, Department of Management, National

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Institute of Technical Teachers Training Institute, Shyamla Hil s, 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 Cel (PPMC) and Dipak Shudhalwar, Associate Professor, Department of Engineering

& Technology, PSSCIVE in development of the curriculum for the employability skil s and Ankita Pandey, Consultant, Department of Business and Commerce, PSSCIVE, Bhopal, in development of the curriculum for the vocational skil s are duly acknowledged.

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

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Logistics – Courier Sorter

The mail or post is a system for physical y transporting documents and other smal packages, the postcards, letters, and parcels through a postal service. The modern private postal systems are typical y distinguished from national postal agencies by the names "courier" or "delivery service". As the courier services providers are rapidly increasing in the present scenario. It is important to know how the courier services function; types of courier services and what services are provided one differentiation between postal services and courier services.

In the current era time is valued more than money. With the expansion of rapid technology, the needs of the people are global y expanded. To overcome the distance and delay the courier services have come up with unique business strategies defining the objectives and scope of courier services in a wider sphere. These services are greatly considered as benefit to the present life-style. The functioning of the courier services is very familiar to al the people as they are more flexible, transparent and easily tractable. It is important to know the key functions of the sorter as he/she performs a vital role in sorting al the mails global y and is whol y responsible for the delivery of goods in time to the customers.

The Courier Service is operational y different from the traditional postal services, geared to a higher level of speed and reliability. The essence of Courier services lies in the faultless and efficient coordination of col ection, transportation and the delivery of items. They have discovered and developed a purpose for urgent exchange of physical communications, making it into a bil ion-dol ar global business. Postal and Courier services can be categorized as communications and logistic service. Courier

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companies became more popular after introducing the internet shopping. People can shop online and they track their shipment with these popular couriers.

After completion of this course the learner would be able to work as a courier sorter in courier and mail services in both service stations and hubs, and may be responsible for sorting outbound/inbound mail items according to destination in preparation for delivery. This job requires working wel within team and achieving joint goals. The individual must be able to prioritize and execute tasks within scheduled time limits. He/she must 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 skil s to interact with people and customers;
- Identify the principal components of a computer system;
- Demonstrate the basic skil s of using computer;
- Demonstrate self-management skil s;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skil s and abilities;
- Demonstrate the knowledge of the importance of green skil s in meeting the chal enges of sustainable development and environment protection;
- Prepare for sorting in courier and mail services.
- Perform sorting in courier and mail services.
- Maintain health and safety standards during courier and mail sorting.
- Maintain security standards during courier and mail sorting.
- Determine generic skil s while courier and mail sorting.

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- □ Show professional skil s while courier and mail sorting.
- □ Carry out housekeeping activities at the workplace.
- □ Recognize the benefits of great customer service;
- □ Provide customers necessary information appropriately and systematical y;
- □ Use techniques to provide services based on customer's needs and wants;
- □ Administer first aid to a casualty with smal cuts, grazes, bruises, external bleeding, minor burns and scalds

COURSE REQUIREMENTS: The learner should have the basic knowledge of Courier and mail services along with 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 Courier Sorting operations such as Shipment Query Handler 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

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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 fol ows:

CLASS 9			
Units		**No. of Hours for Theory and Practical 200**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills -I	20	10
	Unit 2: Self-management Skills -I	10	
	Unit 3: Information and Communication Technology Skills - I	20	
	Unit 4: Entrepreneurial Skills - I	15	
	Unit 5: Green Skills - I	10	
		75	**10**
Part B	**Vocational Skills**		
	Unit 1: Introduction to Mail & Courier Services	20	30
	Unit 2: Process of Courier Sorting	25	
	Unit 3: Preparation of Sorting	25	
	Unit 4: Sorting of Inbound Shipment	25	
		95	**30**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	**35**
Part D	**Project Work/Field Visit**		
	Practical File/ Student Portfolio	10	10
	Viva Voce	05	05
		15	**15**
Part E	**Continuous and Comprehensive Evaluation (CCE)**		
		05	**10**
	Total	**200**	**100**

The unit-wise distribution of hours and marks for Class 10 is as follows:

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CLASS 10			
Units		**No. of Hours for Theory and Practical 200**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills - II	20	10
	Unit 2: Self-management Skills - II	10	
	Unit 3: Information and Communication Technology Skills - II	20	
	Unit 4: Entrepreneurial Skills - II	15	
	Unit 5: Green Skills - II	10	
		75	**10**
Part B	**Vocational Skills**		
	Unit 1: Sorting of Outbound Shipment	25	30
	Unit 2: Health, Safety and Security Measures	25	
	Unit 3: Customer Services	25	
	Unit 4: Skills required in Courier service	20	
		95	**20**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		15	**15**
Part E	**Continuous and Comprehensive Evaluation (CCE)**		
		05	**10**
	Total	**200**	**100**

3. TEACHING/TRAINING ACTIVITIES

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

CLASSROOM ACTIVITIES

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Classroom activities are an integral part of this course and interactive lecture sessions, fol owed 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, skil s 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 col ection 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

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Skil Council wil certify the competencies.

The National Skil s 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 skil s, core skil s and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skil s 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 al 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 shal 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 al ows candidates to demonstrate that they have the knowledge and understanding of a given topic.

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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/col eges or industry. The respective Sector Skil 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, private 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)

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Assessment of skil s by the students should be done by the assessors/examiners on the basis of practical demonstration of skil s 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 wil indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skil s 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 Skil Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination al ows 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 Skil Council. The same team of examiners wil conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skil s 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 periodical y 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 fol owed by a smal -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

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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 al ows candidates to demonstrate communication skil s 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 al aspects of student's development. In this scheme, the term `continuous' is 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 fol owed by the Institutions.

5. UNIT CONTENTS

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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 (08 hrs)**	**Practical (12 hrs)**	**Total Duration (20 Hrs)**
1. Demonstrate knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	**05**
2. Identify elements of communication cycle	1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle– (i) sender, (ii) ideas, (iii) encoding, (iv) communication channel, (v) receiver, (vi) decoding, and (vii) feedback	1. Draw a diagram of communication cycle 2. Role plays on communication process related to the sector/job role	**05**
3. Identify the factors affecting our perspectives in communication	1. Perspectives in communication 2. Factors affecting perspectives in communication - Visual perception - Language - Past experience - Prejudices - Feelings - Environment	1. Group discussion on factors affecting perspectives in communication 2. Sharing of experiences on factors affecting perspectives 3. Sharing experiences on factors affecting communication at workplace	**05**
4. Demonstrate the knowledge of basic writing skills	1. Writing skills related to the following: • Phrases • Kinds of sentences • Parts of sentence • Parts of speech • Use of articles • Construction of a paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	**05**
Total			**20**

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Unit 2: Self-management Skills – I			
Learning Outcome	**Theory (07 hrs)**	**Practical (03 hrs)**	**Total Duration (10 Hrs)**
1. Describe the meaning and importance of self-management	1. Meaning of self-management 2. Positive results of self-management 3. Self-management skills	1. Identification of self-management skills 2. Strength and weakness analysis	**05**
2. Identify the factors that helps in building self-confidence	a.i.1. Factors that help in building self-confidence – social, cultural, and physical factors a.i.2. Self-confidence building tips – getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc.	1.Role play exercises on building self-confidence 2. Use of positive metaphors/ words 3. Positive stroking on wakeup and before going bed 4. Helping others and working for community	**05**
Total			**10**

Unit 3: Information and Communication Technology Skills – I			
Learning Outcome	**Theory (06 hrs)**	**Practical (14 hrs)**	**Total Duration (20 Hrs)**
1. Describe the role of Information and Communication Technology (ICT) in day-to-day life and workplace	1. Introduction to ICT 2. Role and importance of ICT in personal life and at workplace 3. ICT in our daily life (examples) 4. ICT tools - Mobile, tab, radio, TV, email, etc.	1. Discussion on the role and importance of ICT in personal life and at workplace. 2. Preparing posters / collages for showing the role of ICT at workplace	**04**
2.Identify components of basic computer system and their functions	1. Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory(RAM) and Read Only Memory(ROM) 4. Role and functions of Central Processing Unit 5. Procedure for starting and	1. Connecting the cables and peripherals to the Central Processing Unit 2. Starting and shutting down a computer 3. Group discussion on the various aspects of hardware and software	**07**

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	shutting down a computer		
3. Demonstrate use of various components and peripherals of computer system	1. Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	1. Identification of various parts and peripherals of a computer 2. Demonstration and practice on the use of mouse 3. Demonstration and practice on the use of keyboard 4. Demonstration of the uses of printers, webcams, scanner and other peripheral devices 5. Drawing diagram of computer system and labelling it	**05**
4. Demonstrate basic computer skills	1. Primary operations on a computer system – input, process, storage, output, communication networking, etc.	1. Identification of the various input and output units and explanation of their purposes	**04**
Total			**20**

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Unit 4: Entrepreneurial Skills - I			
Learning Outcome	**Theory (06 hrs)**	**Practical (09 hrs)**	**Total Duration (15 Hrs)**
1. Identify various types of business activities	1. Types of businesses – service, manufacturing, hybrid 2. Types of businesses found in our community 3. Business activities around us	1. Prepare posters of business activities found in cities/villages, using pictures 2. Discuss the various types of activities, generally adopted by small businesses in a local community 3. Best out of waste 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	**09**
2. *Demonstrate the knowledge of distinguishing characteristics of entrepreneurship*	1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of	1. Prepare charts showing advantages of entrepreneurship over wages 2. Group discussions on role and features of entrepreneurship	**06**

Unit 4: Entrepreneurial Skills - I			
Learning Outcome	**Theory (06 hrs)**	**Practical (09 hrs)**	**Total Duration (15 Hrs)**

	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			
Learning Outcome	**Theory (07 hrs)**	**Practical (03 hrs)**	**Total Duration (10 Hrs)**
1. Demonstrated the knowledge of the factors influencing natural resource conservation	1. Introduction to environment, 2. Relationship between society and environment, ecosystem and factors causing imbalance 3. Natural resource conservation 4. Environment protection and conservation	1. Group discussion on hazards of deteriorating environment 2. Prepare posters showing environment conservation 3. Discussion on various factors that influence our environment	**05**
2. Describe the importance of green economy and green skills	1.Definition of green economy 2. Importance of green economy	1. Discussion on the benefits of green skills and importance of green economy 2. Prepare a Poster showing the importance of green economy with the help of newspaper/magazine cuttings	**05**
Total			**10**

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Part B: Vocational Skills

Sl. No.	Units	Duration (Hrs)
1.	Introduction to Mail and Courier Services	25
2.	Process of Courier Sorting	25
3.	Preparation of Sorting	25
4.	Sorting of Inbound Shipment	20
	Total	**95**

Unit 1: Introduction to Mail & Courier Services

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Total Duration (25 Hrs)
1. Discuss the various concepts of courier services.	1. Meaning and definition of courier services 2. Characteristics of courier services. 3. Functions of courier services. 4. Types of courier service. 5. List services provided by courier companies 6. Various types of courier packages offered by logistics	1. Identify the types of courier companies in a given situation 2. Visit a courier company for observing the services provided by different courier companies and prepare a report 3. Gather the information on the functions of courier services from internet or referring books and prepare a	**05**

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Unit 1: Introduction to Mail & Courier Services			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Total Duration (25 Hrs)**
		report	
2. Explain the various scope of courier services	1. Objectives of courier service. 2. Scope of courier services 3. Benefits of using courier services. 4. Various factors differentiating private courier companies and postal services.	1. Collect the information from various sources on the courier services providers. 2. Draw a chart contains the differences of private courier companies and postal services	**06**
3. Draw a diagram to describe the organizational structure of courier services	1. Meaning of organizational structure 2. Organization structure of courier services 3. Key qualities of the courier service providers.	1. Draw a diagram on the organizational structure and explain with examples 2. List the relevant qualities of courier service providers and explain with examples	**07**
4. List the duties and responsibilities of courier sorter	1. Meaning of a courier sorter 2. Physical strength of a sorter 3. Explain important skills of sorter 4. Elaborate duties of courier sorter 5. Describe responsibilities of courier sorter	1. Perform the duties and responsibilities of the courier sorter with suitable role plays	**07**
Total			**20**

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Unit 2: Process of Courier Sorting			
Learning Outcome	**Theory (12 hrs)**	**Practical (13 hrs)**	**Total Duration (25 Hrs)**
1. Demonstrate the parcel sorting	1. The various sorting methods at workplace 2. Various operational functions of sorting the parcels	1. Identify the various methods of parcel sorting in a given situation 2. Handle the various operational functions of sorting the parcels at bay area	**06**
2. *Validate the principles of sweep sorting systems*	1. The sweep sorting system 2. Principles to be followed at the time of sorting arrived parcel.	1. Draw a chart contains the principles of sweep sorting systems in detail	**07**
3. Identify the purpose of roller top belt sorting system	1. Types of suitability 2. Modularity in courier services	1. Ensure the roller top belt system is suitable for you in a given situation 2. Draw a chart containing the modern courier service system	**06**
4. Identify the cross-belt sorting n system	1. Maximize gains in productivity for couriers 2. Handling and sorting parcels at such a high throughput. 3. Ensuring parcels move carefully	1. Draw a diagram to explain the various activities of sorting system	**06**
Total			**25**

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Unit 3: Preparation of Sorting			
Learning Outcome	**Theory (12 hrs)**	**Practical (13 hrs)**	***Total Duration (25Hrs)***
1. Demonstrate about the escalation matrix and coding system	1. Meaning of escalation matrix 2. Utility of escalation matrix for courier sorter 3. Coding system in courier service	1. Draw a chart contains escalation matrix and its usefulness in a courier sorting process 2. List the types of coding systems in courier company	**07**
2. Describe the technical and geographical information	1. Technical information for a sorter 2. Technical information required by a courier sorter 3. Geographical knowledge required by a courier sorter	1. List the various technical information required by the sorter 2. Draw a chart in detail for the geographical information required by the sorter for performing the work efficiently	**06**
3. Identify the aggregate mail items	1. Aggregation of shipments for sorting	1. List the various information and deadlines to be received from the supervisor. 2. Handle the process of obtaining the outbound/inbound shipments in a given situation	**06**
4. List the documents and check the errors	1. Documentation in a courier company 2. Documents used by the sorter 3. Error in receipt and documentation 4. Steps to avoid errors	1. List the various documents involved in the courier company. 2. Draw a chart contains various documents used in sorting process. 3. Check and rectify the documentation related errors.	**06**
Total	•		**25**

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Unit 4: Sorting of Inbound Shipment			
Learning Outcome	**Theory (12 hrs)**	**Practical (13 hrs)**	***Total Duration (25 Hrs)***
1. Recognise the arrangement of inbound shipment	1. Procedure of inbound shipment 2. Placements of the shipment on priority basis 3. Sorting procedure of shipment	1. Make a list of various procedures of inbound shipment in a given situation	**07**
2. Rectify the errors of inbound shipment.	1. Types of errors in inbound shipment 2. Solution to the errors 3. Location & classification of errors	1. Check and rectify the errors of inbound shipment	**06**
3. Manage the delivery process of inbound shipment	1. Delivery process of inbound shipment / parcels 2. Delivery of parcels on priority	1. List various primary and secondary functions performed in a bay area of courier company 2. Handle the delivery process of inbound shipment	**06**
4. Describe the database management for inbound shipment	1. Recordkeeping of the shipments 2. Arrangement of the gathered shipment 3. Records of undelivered goods.	1. Arrange the parcels for shipment in a given situation 2. Maintain the database management for inbound shipment	**06**
Total			**25**

CLASS 10

Part A: Employability Skills

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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 (12 hrs)**	**Practical (08 hrs)**	**Total Duration (20 Hrs)**
1. Demonstrate knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	**05**

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3. Provide descriptive and specific feedback	1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback	1. Constructing sentences for providing descriptive and specific feedback	**03**
3. Apply measures to overcome barriers in communication	1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	1. Enlisting barriers to effective communication 2. Applying measures to overcome barriers in communication	**04**
4. Apply principles of communication	1. Principles of effective communication 2. 7 Cs of effective communication	1. Constructing sentences that convey all facts required by the receiver 2. Expressing in a manner that shows respect to the receiver of the message 3. Exercises and games on applying 7Cs of effective communication	**03**
5. Demonstrate basic writing skills	2. Writing skills to the following: • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	**05**
Total			**20**

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	3. Describe the meaning of self-motivation and self-regulation	4. Executing tasks in a specific period, with no 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 (08 hrs)**	**Practical (12 hrs)**	**Total Duration (20 Hrs)**
1. Distinguish between different operating systems	1. Classes of operating systems 2. Menu, icons and task bar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders	1. Identification of task bar, icons, menu, etc. 2. Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin	**17**
2. Apply basic skills for care and maintenance of computer	1. Importance and need of care and maintenance of computer - Cleaning computer components - Preparing maintenance schedule - Protecting computer against viruses - Scanning and cleaning viruses and removing SPAM files, temporary files and folders	1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software	**03**
Total			**20**

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Unit 4: Entrepreneurial Skills - II			
Learning Outcome	**Theory (06 hrs)**	**Practical (09 hrs)**	**Total Duration (15 Hrs)**
1. List the characteristics of successful entrepreneur	1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option	1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs 3. List the entrepreneurial qualities – analysis of strength and weaknesses in a given situation 4. Group discussion	**15**
		of self-qualities that students feel are needed to become successful entrepreneur 5. Collect information and related data for a business 6. Make a plan in team for setting up a business	
Total			**15**

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Unit 5: Green Skills - II			
Learning Outcome	**Theory (07 hrs)**	**Practical (03 hrs)**	**Total Duration (10 hrs)**
1. Demonstrate the knowledge of importance, problems and solutions related to sustainable development	1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development	1. Identify the problem related to sustainable development in the community 2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values 4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermicomposting, solar energy, solar cooker, etc.	**10**
Total			**10**

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Part B: Vocational Skills

Sl. No.	Units	Duration (Hrs)
1.	Sorting of Outbound Shipment	25
2.	Health, Safety and Security Measures	25
3.	Customer Services	25
4.	Skills required in Courier service	20
	Total	**95**

Unit 1: Sorting of Outbound Shipment			
Learning Outcome	**Theory (12 hrs)**	**Practical (13 hrs)**	***Total Duration (25 Hrs)***
1. Handling of outbound shipment	1. Basics of outbound shipments 2. Channels of distribution 3. The outbound process 4. Inventory system 5. Delivery optimization 6. Shipment strategy	1. Handle storage and transportation of the finished goods kept for shipment. 2. Prepare a chart contains outbound shipment process. 3. Visit courier office to observe how the channel of distributors will promote the product to have a good shipment network	**08**
2. Rectify the errors of outbound shipment	1. Know the exact address 2. Mention the right zip code 3. Clarity in label quality 4. Delay caused by sounds and smells 5. Establish smarter drop-off points 6. Underpaying on postage 7. Know when not to recycle	1. Rectify the errors on dealing with mentioning proper address for shipment of goods 2. Draw a chart contains the zip code with in the area (100 km) for despatch of shipment. 3. Demonstrate the labels on shipment packages in easy readable format.	**08**

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3. Inspect carefully the delivery process of outbound shipment	1. Outbound delivery process 2. Picking process 3. Outbound shipment process 4. Outbound delivery order	1. Handle the delivery process of outbound shipment in a given situation 2. Follow the scheduling process for placing delivery order at shipment location in a given situation	**05**
4. Measure the quality control activities	1. Outbound delivery request 2. Outbound delivery order 3. Quality control of outbound delivery	1. Identify the various outbound shipment documents in a given situation. 2. Check the quality control activities in the outbound shipment	**04**
Total			**25**

Unit 2: Health, Safety and Security Measures			
Learning Outcome	**Theory (12 hrs)**	**Practical (13 hrs)**	***Total Duration (25 Hrs)***
1. Identify the safety and security	1. The health and safety procedures.	1. Follow the health and safety or security	**08**

Unit 2: Health, Safety and Security Measures			
Learning Outcome	**Theory (12 hrs)**	**Practical (13 hrs)**	***Total Duration (25 Hrs)***
standards in mail services	2. General mail handling process. 3. Characteristics of suspicious packages and letters. 4. Precautions for receive or discover a suspicious package or letter. 5. Types of goods being handled. 6. Benefits of workplace safety and security for courier sorter.	procedures for material in a given situation 2. Identify different safety procedures related to different types of parcels in given situations. 3. Draw a chart contains characteristics and handling requirements regarding health and safety standards in mail services.	
2. Control the Workplace hazards and safety measures	1. Potential hazards at workplace and their prevention. 2. Preventing and extinguishing small fires.	1. List the potential hazards prevailing in the mail services. 2. Follow the preventive measures for eliminating the potential hazards in mail services	**04**

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3. Bear risks during material handling	1. Meaning of risk assessment. 2. Basic parameters of risk assessment for courier sorter. 3. Concept of sorting area emergency. 4. Material handling process for courier sorter. 5. Health care risk for courier sorter. 6. Techniques for safe handling and lifting. 7. Precautions for courier sorter when handling packages, parcels. 8. Safety equipment's and procedures for using material handling.	1. Draw a chart contains the kinds of risks and necessary precautions when handling packages or parcels. 2. Use the techniques for safe handling and lifting 3. Ensure the precautions followed by courier sorter while handling packages, parcels 4. Handle safety equipments for material handling	**08**
4. Find out the risk coverage of products and services	1. Various types of risks occurring in courier services. 2. The key risk in courier services. 3. Coverage of risk by courier services. 4. How to make a claim. 5. How managing the claim	1. Identify and handle various types of risks occurring in courier services in a given situation 2. Draw a chart contains the claiming process in mail and courier services	**05**

Unit 2: Health, Safety and Security Measures			
Learning Outcome	**Theory (12 hrs)**	**Practical (13 hrs)**	***Total Duration (25 Hrs)***
	promptly and efficiently.		
Total			**25**

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Unit 3: Customer Services			
Learning Outcome	***Theory (12 hrs)***	***Practical (13 hrs)***	***Total Duration (25 Hrs)***
1. Identify customer's needs and expectations	1. Meaning of customer and consumer 2. Differences between customer service and customer care 3. Roles and functions of associated regulatory organizations providing customer protection and redress, such as consumer forum, etc.	1. Identify the key elements of consumer legislation and the functions of associated regulatory organizations' providing customer protection and redress, such as consumer forum, etc.	**6**
2. Communicate effectively with customers	1. Ways to communicate effectively and respectfully with customers – greeting politely, listening patiently and showing positive attitude	1. Role plays on greetings customers, making eye contact and smiling when face to face with a customer 2. Asking for repetition and clarification 3. Interrupting someone politely 4. Role plays on talking on telephone	**7**
3. Identify and express about the salient features of the products and materials sold at sorting area	1. Features and benefits of products and materials sold at sorting area	1. Reading labels and describing the benefits of the products 2. Responding to customer's request with a sense of urgency	**5**
4. Responding to complaints of customers	1. Meaning of unsatisfactory services and products 2. Meaning of good service 3. Meeting customer	1. Demonstration of the procedure and sentences used for thanking customer for sharing information regarding the	**7**

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Unit 3: Customer Services			
Learning Outcome	***Theory (12 hrs)***	***Practical (13 hrs)***	***Total Duration (25 Hrs)***
	needs, such as diversity of products and disabilities	product and apologizing for the customer's negative experience 2. Demonstration of the procedure of reporting complaint to the appropriate person or supervisor	
Total		**25**	

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Unit 4: Skills Required in Courier Service			
Learning Outcome	**Theory (08 hrs)**	**Practical (12 hrs)**	***Total Duration (20 Hrs)***
1. Learn to develop writing skills	1. Concept of writing 2. Importance of writing in the job of courier sorter 3. Different types of writings for courier sorter 4. How to improve writing skills 5. Report writing 6. Types of reports 7. Features and characteristics of report.	1. Prepare a chart showing advantages of writing skills and ways to improve writing skills	**03**
2. Reading and comprehension skills	1. Introduction to reading and comprehension skills 2. Skills required for reading 3. Effective reading is necessary for courier sorter 4. Components of reading & reading strategy.	1. Identify the skills required for effective reading for particular situations 2. Role play on effective reading skill of courier sorter. 3. List out reading strategies for effective communication between sorter and customer in a given situation	**02**
3. Study oral / verbal communication skills	1. Oral/verbal communication: meaning and its means 2. Communication process 3. Oral versus written communication 4. Advantages of oral/verbal communication 5. Disadvantages of	1. Follow the effective communication process 2. Act role play on differentiate verbal communication with written communication. 3. List the advantages and disadvantages of verbal communication in given	**03**

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Unit 4: Skills Required in Courier Service			
Learning Outcome	**Theory (08 hrs)**	**Practical (12 hrs)**	***Total Duration (20 Hrs)***
	oral/verbal communication 6. Role of verbal communication skills at the workplace 7. Knowledge to communicative well with people of all levels 8. Significance of non-verbal communication 9. Importance of active listening and barriers that can occur.	situation 4. Identify potential communication barriers per particular situations. 5. Role play on communicate well with people of all levels 6. Draw a chart contains the significance of nonverbal communication. 7. List the important points active listening and the barriers that can occur in a given situation	
4. Developing interpersonal skills	1. Meaning of interpersonal skills 2. Benefits of interpersonal skills 3. Types of interpersonal communication 4. Skills for effective interpersonal communication 5. Principles of interpersonal communication 6. Awareness of varied forms of interpersonal skills and description of online communication 7. Ethical awareness relates to interpersonal communication	1. Form a group and perform interpersonal communication in given topics in the class	**03**

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5. Analyse the basics of managerial skills	1. General managerial skills 2. plan and organise tasks and develop methods for improvement in functioning 3. Take decisions in his working area 4. The concept of ethical values the form of integrity, motivation, team building and reliability	1. Role play on basic managerial skills and how to take decision in various situations	02
6. Examine the analytical skills	1. The skills to analyse the situation 2. Skills to think critically	1. Perform decision making in a given situation in the class room	02

Unit 4: Skills Required in Courier Service			
Learning Outcome	**Theory (08 hrs)**	**Practical (12 hrs)**	***Total Duration (20 Hrs)***
	3. Uses of skills in decision making in his work area so that he can concentrate on task at hand and complete it without errors.		
7. Describe how to manage people	1. People management at workplace 2. Understand people and their urgency with the parcel. 3. Assure about their delivery on time. 4. Coordination with the juniors and seniors at workplace	1. Visit to a bay area of courier company and observe arrival and delivery of parcels and prepare reports 2. Draw a chart to give the instructions on receiving and delivering process.	02
8. Do's and Don'ts as a courier sorter	1. Know and remember the activities which he must perform 2. Remember about avoiding certain other activities/actions which should not be done by him in performing his job as courier sorter.	1. Prepare the chart showing Do's and Don'ts	03
Total			**20**

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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 at Courier or mail service provider company and observe the fol owing: Location, Site, Office building, sorting bay/ area, instructions fol owed at the time of receiving / dispatching the parcels, During the visit, students should obtain the fol owing information from the Owner / Manager of the Courier Company:

1. Areas of Various Courier Service providers.
2. Types of Courier Service providers
3. Classification of parcels and their sorting
4. Scanning the received parcels
5. GPS and barcoding methods
6. Various equipment's used if Heavy or Light weight product arrived
7. Documents used at the time of arrival and dispatch of goods.
8. Receiving and Delivery procedure
9. Manpower engaged
10. Total expenditure of warehouse
11. Total annual income
12. Profit/Loss (Annual)
13. Any other information if applicable

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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 map of India

2. Chart of postal codes in India

3. Pin codes in India- list

4. International ZIP codes-list

5. Chart of labels and signs on the parcel and their meaning

6. Sample of document formats for sorter (as given in the students manual)

7. Chart of sorting process (outbound and inbound) (as given in the students manual)

8. A list of Do's and Don'ts for sorter (as given in the students manual)

9. Computer system and basic computer commands

B. Equipment's to be seen during Field Visit

1. Organizational hierarchy Chart of the courier company

2. Sorting trays/bags

3. Automatic sorting machine (if available)

4. Format of documents used by the sorter

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5. Barcode scanner equipment

6. Tracking software

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

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:

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Sl. No.	Qualification	Minimum Competencies	Age Limit
1.	Graduate or Diploma in Logistics Management, P.G. Diploma in Logistics Management with at least 50% marks and 1 year work or teaching experience in the area of logistics. Preference will be given to higher education with MBA (Logistics Management) and/or PG Diploma in Logistics Management.	• Effective communication skills (oral and written) • Basic computing skills. • Technical competencies (e.g. in areas such as marketing, sales promotion, store maintenance, marketing and merchandising etc.)	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules.

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of 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 fol owing 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 Skil Council(SSC)

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(ii) through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skil 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 Skil Council for the particular Qualification Pack/Job role which he wil 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 fol owed. 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

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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 skil demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;

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(vi) Identify the weaknesses of students and assist them in upgradation 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 annual y. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodical y to ensure the quality of the Vocational Teachers/Trainers. Fol owing parameters may be considered during the appraisal process:

1. Participation in guidance and counsel ing 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 skil s related to the vocational pedagogy, communication skil s 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;

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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

1. P. Veeraiah

Associate Professor

Department of Business & Commerce,

PSSCIVE, Bhopal

Email: vp672000@gmail .com Mob: 08989014432

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

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Document Outline

- COURSE TITLE: Logistics – Courier Sorter
- 2. Outbound delivery order

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