

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: Cashier**

(QUALIFICATION PACK: Ref. Id. RAS/Q0102)

**SECTOR: Retail**

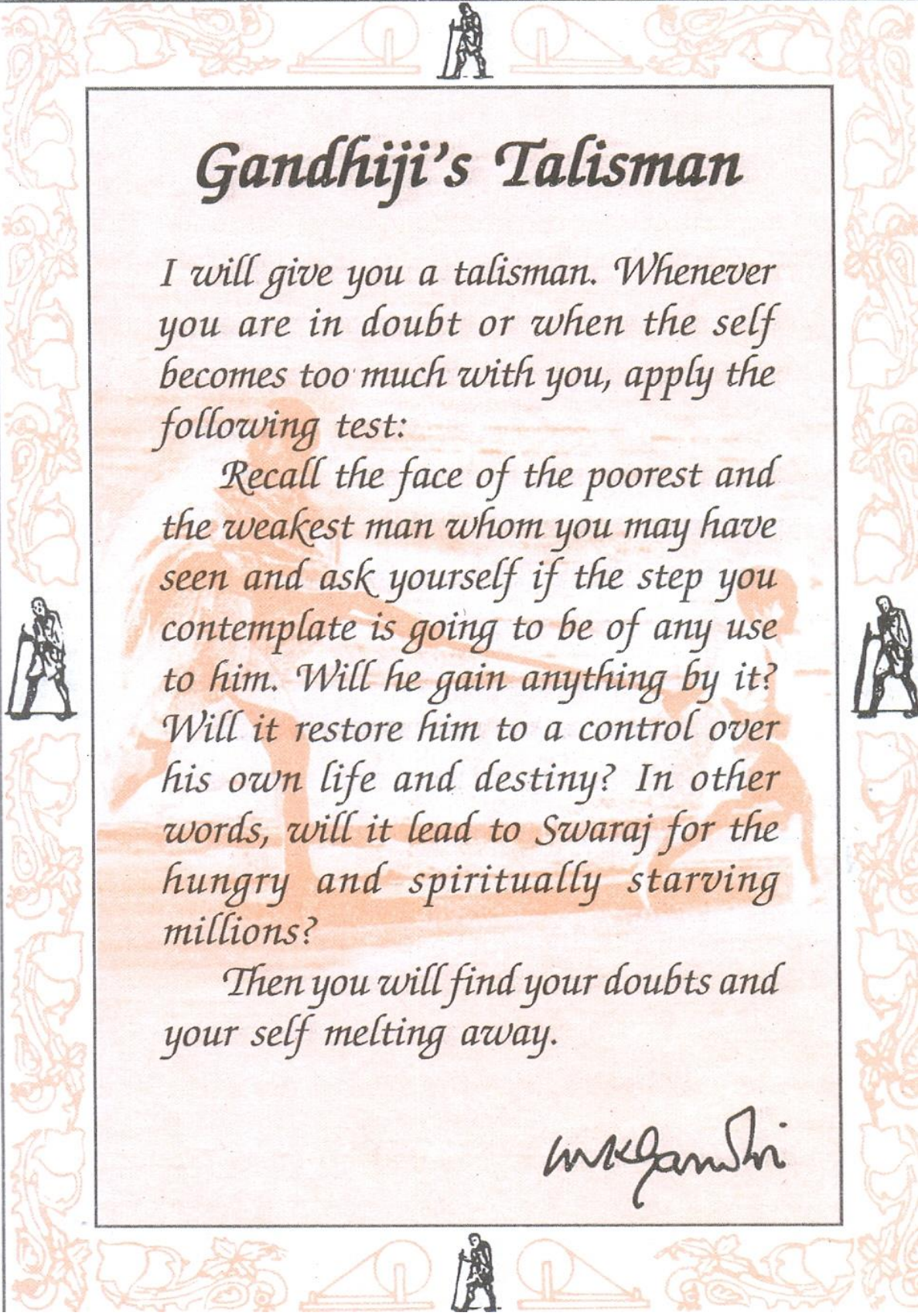
**Classes 9 and 10**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

**Shyamla Hills, Bhopal- 462 013, 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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CURRICULUM  
Retail– Cashier**

June, 2017

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# FOREWORD

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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 Cashier. 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*

# PREFACE

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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 PSSCIVE has initiated the work on developing learning outcome based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 100 job roles in various sectors.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum. We are grateful to 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.

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 21<sup>st</sup> century.

RAJESH P. KHAMBAYAT  
*Joint Director*  
*PSS Central Institute of Vocational Education*

## ACKNOWLEDGEMENTS

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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 Retailers association skill council of India (RASCI) 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 Geeta Tomar, 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

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## **COURSE TITLE: Retail - Cashier**

A retailer is one who stocks the manufactured goods and is involved in the act of selling to the final customer or consumer, at a margin of profit. Retailing is the last link that connecting the individual consumer with the manufacturing and distribution chain. It adds value in terms of bulk breaking and providing a wide variety of goods and services to customers as per their needs.

The retail industry is divided into organised and unorganized sectors. Organised retailing refers to trading activities undertaken by licensed retailers, that is, those who are registered for sales tax, income tax, etc. These include the corporate-backed hypermarkets and retail chains, and also the privately owned large retail businesses. Unorganized retailing on the other hand, refers to the traditional formats of low-cost retailing, like, the local kirana shops, owner manned general stores, paan/beedi shops, convenience stores, hand cart and pavement vendors, etc.

Organised retail can be categorized by the type of products retailed as well as the by the different kind of retail formats. The major retail formats include Department store, Supermarkets, Hypermarket, Specialist Stores, Convenience Stores, and Kiosks. The various operations involved in store operation and management include Store Operations, Back end operations, Merchandising, Logistics and Distribution, Marketing, Procurement/Purchase, and Corporate Services.

In retail business cashier is a person stands at the end of the store and scans the barcode on products through a cash register/POS that the customer wants to purchase from the store. Then cashier collects the payment (in cash, check and/or by credit/debit card), records the amount received, makes change, and issues receipts to customers. Cashiers will record amounts received and may prepare reports of transactions, reads and records totals shown on cash register tape and verifies against cash on hand.

After completion of this course on organised retail in 10th class the learner would be able to serve and process all customer transactions through various tenders whilst adhering to accounting principles and process all payments made in for sales done within the retail environment whilst working cordially within the team and retail organisation. He/she needs to be physically fit to withstand working in a retail environment whilst being customer responsive towards service delivery and processing payments accurately with speed.

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

- 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;
- Handle service cash point / POS.
- Follow point-of-sale procedures for age-restricted products.

- Process customer orders for goods in retail.
- Process part exchange sale transactions in retail
- Process of payments from different modes in retail.
- Process cash and credit transactions in retail operations.
- Process and policies of returned goods in retail.
- Maintain health and safety in retail sector.
- Work affectively in formal team in retail operations.
- Work affectively in retail organization.
- Create a positive image of retail cashier & organization in the customers mind.

**COURSE REQUIREMENTS:** The learner should have the basic knowledge of commerce, management specially retailing aspects.

**COURSE LEVEL:** This is a beginner level course. On completion of this course, a student can take up an Intermediate level course for job roles in Retail – Sales Associate, Distributor Salesman in class 11 and 12.

<b>COURSE DURATION:</b>	<b>400 hrs</b>
	Class 9 : 200 hrs
	Class 10 : 200 hrs
	<b>Total : 400 hrs</b>

## 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:

CLASS 9			
Units		No. of Hours for Theory and Practical <b>200</b>	Max. Marks for Theory and Practical <b>100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	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	
		<b>75</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Introduction to Retail	15	30
	Unit 2: Service Cash Point/ POS	20	
	Unit 3: Customer Order for Goods	25	
	Unit 4: Process of Payment	20	
	Unit 5: Customer Service	15	
		<b>95</b>	<b>30</b>

<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		<b>15</b>	<b>15</b>
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>		
		<b>05</b>	<b>10</b>
	<b>Total</b>	<b>200</b>	<b>100</b>

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

<b>CLASS 10</b>			
<b>Units</b>		<b>No. of Hours for Theory and Practical 200</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	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	
		<b>75</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Cash and Credit Transactions	20	30
	Unit 2: Return and Exchange of Goods	20	
	Unit 3: POS Procedures for Age Restricted Products	20	
	Unit 4: Health and Safety Practices	20	
	Unit 5: Work in Team & Organization	15	
		<b>95</b>	<b>30</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		<b>15</b>	<b>15</b>
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>		
		<b>05</b>	<b>10</b>
	<b>Total</b>	<b>200</b>	<b>100</b>

### 3. TEACHING/TRAINING ACTIVITIES

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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

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**U**pon 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**

Sl. 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
	<b>Total</b>	<b>3x1=3</b>	<b>6x2=12</b>	<b>5x3=15</b>	<b>30 (14 questions)</b>

### **SKILL ASSESSMENT (PRACTICAL)**

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (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 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.



## 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

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	1. Writing skills related to	1. Demonstration and	

knowledge of basic writing skills	the following: <ul style="list-style-type: none"> <li>• Phrases</li> <li>• Kinds of sentences</li> <li>• Parts of sentence</li> <li>• Parts of speech</li> <li>• Use of articles</li> <li>• Construction of a paragraph</li> </ul>	practice of writing sentences and paragraphs on topics related to the subject	<b>05</b>
<b>Total</b>			<b>20</b>

<b>Unit 2: Self-management Skills - I</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (03 hrs)</b>	<b>Total Duration (10 Hrs)</b>
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	<b>05</b>
2. Identify the factors that helps in building self-confidence	1. Factors that help in building self-confidence – social, cultural, and physical factors 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	<b>05</b>
<b>Total</b>			<b>10</b>

<b>Unit 3: Information and Communication Technology Skills – I</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (14 hrs)</b>	<b>Total Duration (20 Hrs)</b>
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	<b>04</b>
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	1. Connecting the cables and peripherals to the Central Processing Unit 2. Starting and shutting down a	

	<ol style="list-style-type: none"> <li>3. Role and functions of Random Access Memory(RAM) and Read Only Memory(ROM)</li> <li>4. Role and functions of Central Processing Unit</li> <li>5. Procedure for starting and shutting down a computer</li> </ol>	<ol style="list-style-type: none"> <li>3. Group discussion on the various aspects of hardware and software</li> </ol>	<b>07</b>
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	<ol style="list-style-type: none"> <li>1. Identification of various parts and peripherals of a computer</li> <li>2. Demonstration and practice on the use of mouse</li> <li>3. Demonstration and practice on the use of keyboard</li> <li>4. Demonstration of the uses of printers, webcams, scanner and other peripheral devices</li> <li>5. Drawing diagram of computer system and labelling it</li> </ol>	<b>05</b>
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	<b>04</b>
<b>Total</b>			<b>20</b>

<b>Unit 4: Entrepreneurial Skills - I</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (09 hrs)</b>	<b>Total Duration (15 Hrs)</b>
1. Identify various types of business activities	<ol style="list-style-type: none"> <li>1. Types of businesses – service, manufacturing, hybrid</li> <li>2. Types of businesses found in our community Business activities around us</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare posters of business activities found in cities/villages, using pictures</li> <li>2. Discuss the various types of activities, generally adopted by small businesses in a local community</li> <li>3. Best out of waste</li> <li>4. Costing of the product made out of waste</li> <li>5. Selling of items made from waster materials</li> <li>6. Prepare list of businesses</li> </ol>	<b>09</b>

<b>Unit 4: Entrepreneurial Skills - I</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (09 hrs)</b>	<b>Total Duration (15 Hrs)</b>
		that provides goods and services in exchange for money	
2. Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of entrepreneurship	1. Prepare charts showing advantages of entrepreneurship over wages 2. Group discussions on role and features of entrepreneurship 3. Lectures/presentations by entrepreneurs on their experiences and success stories 4. Identify core skills of successful entrepreneur	<b>06</b>
<b>Total</b>			<b>15</b>

<b>Unit 5: Green Skills - I</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (03 hrs)</b>	<b>Total Duration (10 Hrs)</b>
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	<b>05</b>
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	<b>05</b>
<b>Total</b>			<b>20</b>

## Part B: Vocational Skills

Sl. No.	Units	Duration (Hrs)
1.	Introduction to Retail	15
2.	Service Cash Point/ POS	20
3.	Customer Order for Goods	25
4.	Process of Payment	20
5.	Customer Service	15
<b>Total</b>		<b>95</b>

<b>Unit 1: Introduction to Retail</b>			
Learning Outcome	Theory (06 Hrs)	Practical (09 Hrs)	Total Duration (15Hrs)
1. State basics of retailing	1. Meaning of retailing 2. Function and essential requirements of retailers 3. Retailer's services to customers	1. Visit to a retail store for identify the various sections of the retail 2. Observe the basic functions and requirements of retailers in the retail store	<b>03</b>
2. Distinguish between organised and unorganised retailing	1. Meaning of organised and unorganised retailing 2. Differences between organised and unorganised retailing	1. Identify the various organized retail formats from the given retail formats 2. Identify the various un-organized retail formats from the given retail formats 3. List the different formalities required for organized and unorganized retailing	<b>03</b>
3. Differentiate between store and non-store retailing	1. Meaning of store and non-store retailing 2. Classification of store and non-store retailing	1. Identify the various store retailing from the given retail formats 2. Identify the various non-store given retail formats 3. List the different formalities required for store and non-store retailing	<b>06</b>
1. Identify the duties and responsibilities of cashier	1. Meaning of retail cashier 2. Duties of retail cashier 3. Responsibilities of retail cashier	1. Identify the meaning of cashier 2. Demonstrate the duties of retail cashier 3. Demonstrate the responsibilities of retail cashier	<b>03</b>
<b>Total</b>			<b>15</b>

<b>Unit 2: Service Cash Points/ POS</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Total Duration (20 Hrs)</b>
1. State the modes of payment	<ol style="list-style-type: none"> <li>1. Meaning of Cash Point / Point of Sale</li> <li>2. Operations at service cash points</li> <li>3. Skills required for cashier at POS</li> <li>4. Modes of payment</li> <li>5. Problems arise at Service Cash Point / POS</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit to the retail store and involve in monitor the receipt practices and process at cash points</li> <li>2. Perform the cashier duties at pos using mode of payment</li> </ol>	<b>05</b>
2. Demonstrate the Procedures for handling cash	<ol style="list-style-type: none"> <li>1. Meaning of cash handling</li> <li>2. Procedure for handling cash and cash equivalents,</li> <li>3. Precautions to be taken while setting up of procedure for handling cash and cash equivalents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Handle cash and cash equivalents</li> <li>2. Take precautions while setting up of procedure for handling cash and cash equivalents</li> </ol>	<b>05</b>
3. Identify the authorization of refunds, cheques and credit card payments	<ol style="list-style-type: none"> <li>1. Authorization of refunds</li> <li>2. Authorization of cheque payments</li> <li>3. Security procedures at POS</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the authorization of refunds and cheque payments in a given situations</li> <li>2. Demonstrate the security procedure at pos</li> </ol>	<b>05</b>
4. List out the problems at the cash points	<ol style="list-style-type: none"> <li>1. Types of problems at cash point</li> <li>2. Hardware issues, software issues, connectivity issues, user errors,</li> <li>3. Card processing problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Sort out the problems in cash point operations</li> <li>2. Handle various types of issues at the cash points</li> <li>3. Demonstrate card processing problems and their solution</li> </ol>	<b>05</b>
<b>Total</b>			<b>20</b>

<b>Unit 3: Customer Order for Goods</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Total Duration (25 Hrs)</b>
1. Identify process of customer order for goods	<ol style="list-style-type: none"> <li>1. Meaning of processing customer order for goods</li> <li>2. Steps involving in obtaining customer orders.</li> <li>3. Delivery of customers' orders</li> </ol>	<ol style="list-style-type: none"> <li>1. Process customer orders for goods</li> <li>2. Obtain customer orders while following suitable steps</li> </ol>	<b>06</b>

<b>Unit 3: Customer Order for Goods</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Total Duration (25 Hrs)</b>
2. Demonstrate the procuring supplies	<ol style="list-style-type: none"> <li>1. Meaning of procuring supplies,</li> <li>2. Sources of procuring supplies</li> <li>3. Selecting the suppliers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Procure supplies from different sources</li> <li>2. Demonstrate the procedure of selecting the suppliers</li> </ol>	<b>06</b>
3. Collect the customers information	<ol style="list-style-type: none"> <li>1. Customer information,</li> <li>2. Customer data management (CDM)</li> <li>3. Sources of information</li> <li>4. Customer's confidentiality</li> <li>5. Confidential information</li> </ol>	<ol style="list-style-type: none"> <li>1. Record customer information, manage data</li> <li>2. Identify various sources of information in given situations</li> <li>3. Identify and manage customer's confidential information</li> </ol>	<b>07</b>
4. Invoice the customer orders	<ol style="list-style-type: none"> <li>1. Meaning of invoicing customer orders,</li> <li>2. Types of invoice</li> <li>3. Contents of an invoice</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare different types of invoice with contents</li> </ol>	<b>06</b>
Total			<b>25</b>

<b>Unit 4: Process of Payment</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Total Duration (20 Hrs)</b>
1. Identify the effective process payments	<ol style="list-style-type: none"> <li>1. Meaning of effective process payments</li> <li>2. Effective process for payments</li> <li>3. Current discounts and special offers</li> </ol>	<ol style="list-style-type: none"> <li>1. Carry out procedure for of payment, give discount and special offers</li> </ol>	<b>05</b>
2. Sorting out the problems in payment process	<ol style="list-style-type: none"> <li>1. Sorting out problems in payment process,</li> <li>2. Identify effective problem redressed,</li> <li>3. Steps to handle customer problems related to pricing and processing payments</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the problems in payment process in a given situations</li> <li>2. Demonstrate the steps to handle customer problems related to pricing and processing payments</li> </ol>	<b>05</b>
3. List out the rights, duties and responsibilities in process of payment	<ol style="list-style-type: none"> <li>1. Company procedure for working out payments,</li> <li>2. Duties of a cashier regarding to payments</li> <li>3. Skill requirements of a cashier</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a chart contain the procedure for working out payments</li> <li>2. Carry out duties of cashier regarding the</li> </ol>	<b>05</b>

<b>Unit 4: Process of Payment</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Total Duration (20 Hrs)</b>
	4. Responsibilities of cashier.	3. payments Role play on different responsibilities of cashier regarding the payments	
4. Select suitable components of payment system in retail	1. Components of payment in retail 2. Devices used in payment system, 3. Process payments through terminals, 4. Current trends in payment system	1. Identify the components of payment in retail 2. Use devices in payment system 3. Demonstrate the process payments through terminals using modern trends	<b>05</b>
<b>Total</b>			<b>20</b>

<b>Unit 5: Customer Service</b>			
<b>Learning Outcome</b>	<b>Theory (06 Hrs)</b>	<b>Practical (09 Hrs)</b>	<b>Total Duration (15 Hrs)</b>
1. Identify customer needs and expectations	1. Meaning of consumer and customer 2. Basic needs of the customer at POS 3. Factors influencing customer's need 4. Customer behaviour and factors affecting it	1. Differentiate between consumer and customer with case study. 2. Differentiate various factors affecting customer's need with role play.	<b>4</b>
2. Customer Service and its elements regarding payments	1. Customer service concepts 2. Role of customer service in retail and POS 3. Elements of customer service 4. Assistance to tell the offers and discounts 5. Customer questions & queries regarding prices	1. Perform customer service at POS as per customer need 2. Role play on customer service given on payment by cashier in a given situation.	<b>5</b>
3. Describe effective customer service	1. Effective customer service 2. Dealing effectively with customer at POS 3. Effective ways to build customers rapport through informing about offers 4. Guidelines for	1. Estimate customer behaviour 2. Convince the customers with good presentation skills	<b>3</b>



<b>Unit 5: Customer Service</b>			
<b>Learning Outcome</b>	<b>Theory (06 Hrs)</b>	<b>Practical (09 Hrs)</b>	<b>Total Duration (15 Hrs)</b>
	recognize the problems related to payment		
4. Customers retention strategies	1. Meaning of customer retention 2. Customer retention management 3. Customer retention strategies 4. Communicate the price related information to customer	1. Deal with customers 2. Handle the queries of customers	<b>3</b>
<b>Total</b>			<b>15</b>

## CLASS 10

### Part A: Employability Skills

<b>Sl.No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
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
	<b>Total</b>	<b>75</b>

<b>Unit 1: Communication Skills - II</b>			
<b>Learning Outcome</b>	<b>Theory (12 hrs)</b>	<b>Practical (08 hrs)</b>	<b>Total Duration (20 Hrs)</b>
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	<b>05</b>
2. Provide descriptive and specific feedback	1. Communication cycle and importance of feedback 2. Meaning and importance of feedback	1. Constructing sentences for providing descriptive and specific feedback	<b>03</b>

	3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback		
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	<b>04</b>
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	<b>03</b>
5. Demonstrate basic writing skills	3. Writing skills to the following: <ul style="list-style-type: none"> <li>• Sentence</li> <li>• Phrase</li> <li>• Kinds of Sentences</li> <li>• Parts of Sentence</li> <li>• Parts of Speech</li> <li>• Articles</li> <li>• Construction of a Paragraph</li> </ul>	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	<b>05</b>
<b>Total</b>			<b>20</b>

<b>Unit 2: Self-management Skills - II</b>			
<b>Learning Outcome</b>	<b>Theory (05 hrs)</b>	<b>Practical (05 hrs)</b>	<b>Total Duration (10 Hrs)</b>
1. Apply stress management techniques	1. Meaning and importance of stress management 2. Stress management techniques – physical exercise, yoga, meditation 3. Enjoying, going to vacations and holidays with family and friends 4. Taking nature walks	1. Exercises on stress management techniques – yoga, meditation, physical exercises 2. Preparing a write-up on an essay on experiences during a holiday trip	<b>06</b>
2. Demonstrate the ability to work independently	1. Importance of the ability to work independently 2. Describe the types of self-awareness 3. Describe the meaning of self-motivation and self-regulation	1. Demonstration on working independently 2. goals 3. Planning of an activity 4. Executing tasks in a specific period, with no help or directives 5. Demonstration on the qualities required for working	<b>04</b>

		independently	
<b>Total</b>			<b>10</b>
<b>Unit 3: Information and Communication Technology Skills– II</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Total Duration (20 Hrs)</b>
1. Distinguish between different operating systems	<ol style="list-style-type: none"> <li>Classes of operating systems</li> <li>Menu, icons and task bar on the desktop</li> <li>File concept, file operations, file organization, directory structures, and file-system structures</li> <li>Creating and managing files and folders</li> </ol>	<ol style="list-style-type: none"> <li>Identification of task bar, icons, menu, etc.</li> <li>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</li> </ol>	<b>17</b>
2. Apply basic skills for care and maintenance of computer	<ol style="list-style-type: none"> <li>Importance and need of care and maintenance of computer <ul style="list-style-type: none"> <li>Cleaning computer components</li> <li>Preparing maintenance schedule</li> <li>Protecting computer against viruses</li> <li>Scanning and cleaning viruses and removing SPAM files, temporary files and folders</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software</li> </ol>	<b>03</b>
<b>Total</b>			<b>20</b>

<b>Unit 4: Entrepreneurial Skills - II</b>			
<b>Learning Outcome</b>	<b>Theory (06 hrs)</b>	<b>Practical (09 hrs)</b>	<b>Total Duration (15 Hrs)</b>
1. List the characteristics of successful entrepreneur	<ol style="list-style-type: none"> <li>Entrepreneurship and society</li> <li>Qualities and functions of an entrepreneur</li> <li>Role and importance of an entrepreneur</li> <li>Myth about entrepreneurship</li> <li>Entrepreneurship as a career option</li> </ol>	<ol style="list-style-type: none"> <li>Writing a note on entrepreneurship as career option</li> <li>Collecting success stories of first generation and local entrepreneurs</li> <li>Listing the entrepreneurial qualities – analysis of strength and weaknesses</li> <li>Group discussion of self-qualities that students feel are needed to become successful entrepreneur</li> <li>Collect information and related data for a business</li> <li>Make a plan in team for setting up a business</li> </ol>	<b>15</b>

<b>Total</b>			<b>15</b>
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<b>Unit 5: Green Skills - II</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (03 hrs)</b>	<b>Total Duration (10 Hrs)</b>
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 4.	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, vermin-compost, solar energy, solar cooker, etc.	<b>10</b>
<b>Total</b>			<b>10</b>

## Part B–Vocational Skills

<b>Sl.No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
1.	Cash and Credit Transactions	20
2.	Return and Exchange of Goods	20
3.	POS Procedures for Age Restricted Products	20
4.	Health and Safety Practices	20
5.	Work in Team & Organization	15
	<b>Total</b>	<b>95</b>

<b>Unit 1: Cash and Credit Transactions</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Total Duration (20Hrs)</b>
1. Describe the components of credit to customers	<ol style="list-style-type: none"> <li>1. Meaning of cash and credit transaction</li> <li>2. Risks to the company offering credits</li> <li>3. Credit limit</li> <li>4. Need to setup credit limit</li> <li>5. Dealing customers with overdue payments</li> <li>6. Guideline for managing customers with overdue payments</li> </ol>	<ol style="list-style-type: none"> <li>1. Deal with customers with overdue payments</li> <li>2. Follow the guideline for managing customers with overdue payments</li> </ol>	<b>05</b>
2. List the legal rights and obligations of a customer	<ol style="list-style-type: none"> <li>1. Meaning of credit rights and obligations</li> <li>2. Legal rights of customers in relation to credit</li> <li>3. Legal obligation of customers in relation to credit</li> <li>4. Legal rights and obligations of retailer in relation to credit</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a chart on containing credit rights and obligations</li> <li>2. Follow legal rights and obligations of customers in relation to credit</li> <li>3. Practice legal rights of retailer in relation to credit and legal obligations of retailer in relation to credit</li> </ol>	<b>05</b>
3. Collect the credit from customers	<ol style="list-style-type: none"> <li>1. Acceptable ways for customer to make payments</li> <li>2. Company's procedures for storing cash and cash equivalents securely</li> <li>3. Types of problems for sorting out cash</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a chart contain acceptable ways for customer to make payments</li> <li>2. Visit a retail store to observe company's procedures for storing cash and cash equivalents securely</li> <li>3. Handle various types of problems for sorting out cash with suitable measures</li> </ol>	<b>05</b>
4. Process of reconciling customer accounts	<ol style="list-style-type: none"> <li>1. Meaning of reconciling</li> <li>2. Purpose of reconciling customer accounts</li> <li>3. Factors to be consider while <i>reconciling customer accounts</i></li> <li>4. <i>Sort out and report the problems while reconciling customer</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a chart on factors to be consider while <i>reconciling customer accounts</i></li> <li>2. Prepare a presentation on problems while <i>reconciling customer accounts</i></li> <li>3. <i>Report problems through role play</i></li> <li>4. Demonstrate the</li> </ol>	<b>05</b>

<b>Unit 1: Cash and Credit Transactions</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Total Duration (20Hrs)</b>
	<i>accounts</i> 5. Process of reconciling customer account a	reconciling process of customer account accurately	
Total			<b>20</b>

<b>Unit 2: Return and Exchange of Goods</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Total Duration (20 Hrs)</b>
1. Identify the store policies and procedures for returned goods,	1. Meaning of returning goods, 2. Reasons for returning goods, 3. Company policy on time of replacement or return goods 4. Return and replacement procedure 5. Return shipment options, return to vendor	1. Follow return and replacement procedure 2. Demonstrate the procedure of return shipment options, return to vendor	<b>05</b>
2. Choose the place for returning the goods and process of refund payment	1. Returning goods, 2. Problems affecting returns processing in the warehouse, 3. Best practices process 4. Return management process 5. Refund payment process, 6. Refund payment policy, 7. Raising credit note 8. Mode of refund payment	1. Identify the problems on returns processing in the warehouse 2. Demonstrate the best practices process 3. Demonstrate the process of return management 4. Carry out refund payment process according to policy	<b>05</b>
3. Follow the terms and conditions for exchange sales transactions and dealing with customers	1. Company policies and procedures for checking ownership of the item 2. Consequences of not checking the ownership properly 3. Terms and conditions of sale for items 4. Dealing with customer objections 5. Treating customers properly during negotiations 6. Filling paperwork when buying exchange items	1. Visit the retail store to know the terms and conditions for checking the ownership 2. Deal with customer objections and negotiate with customers 3. Make a chart for filling paperwork when buying exchange items	<b>05</b>

<b>Unit 2: Return and Exchange of Goods</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Total Duration (20 Hrs)</b>
4. Handle the payments for exchange sales transactions and management of payments received	<ol style="list-style-type: none"> <li>1. The types of payment the store is authorized to receive,</li> <li>2. Procedure for authorizing non-cash transactions</li> <li>3. Dealing with customers offering suspect payments</li> <li>4. The company procedures for taking payments,</li> <li>5. Company procedures for dealing with a fraud</li> <li>6. Keeping cash and other payments secure</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the procedure for authorizing non-cash transactions</li> <li>2. Deal with customers offering suspect payments</li> <li>3. Draw a chart containing company procedures for taking payments</li> <li>4. Deal with a fraud using company procedures</li> <li>5. Keep cash and other payments secure</li> </ol>	<b>05</b>
<b>Total</b>			<b>20</b>

<b>Unit 3: POS Procedure for Age Restricted Products</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Total Duration (20 Hrs)</b>
1. Identify the age restricted products	<ol style="list-style-type: none"> <li>1. Meaning of age restricted products</li> <li>2. Consequences if a business fails to adhere norms for sale of age-restricted products</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a list of consequences if a business fails to adhere to norms for sale of age-restricted products</li> </ol>	<b>05</b>
2. Describe the retail policies and procedures for age restricted products	<ol style="list-style-type: none"> <li>1. Procedures for age-restricted products,</li> <li>2. Retailer policies and procedures for sale of age-restricted products</li> <li>3. Various steps followed by the retailer to prevent sales to under aged</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a retail policy to know the retailer policies and procedures for age-restricted products</li> </ol>	<b>05</b>
3. Keep the cash and non-cash transactions secure	<ol style="list-style-type: none"> <li>1. Meaning of cash and non-cash transactions secure,</li> <li>2. Company procedures for dealing with suspected fraud</li> <li>3. Checking for and identifying counterfeit payments</li> </ol>	<ol style="list-style-type: none"> <li>1. Handle the cash and non-cash transactions secure</li> <li>2. Follow the company procedures for dealing with suspected fraud and identify counterfeit payments</li> </ol>	<b>05</b>
4. Follow the company policies and	<ol style="list-style-type: none"> <li>1. Types of proof for age proof</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a chart containing types of</li> </ol>	<b>05</b>

<b>Unit 3: POS Procedure for Age Restricted Products</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Total Duration (20 Hrs)</b>
procedure for refusing sales of age restricted products	2. Company policies for refusing sales of age restricted products 3. Company procedure refusing sales of age restricted products	documents for age proof sales of age restricted products 2. Visit the retail store to know the companies policies and procedure for refusing sales of age restricted products	
<b>Total</b>			<b>20</b>

<b>Unit 4: Health and Safety Practices</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Total Duration (20 Hrs)</b>
1. Describe the importance of maintaining hygienic conditions in retail store	1. Differentiate between health and hygiene 2. Maintaining hygiene in retail store 3. Materials used for maintaining hygiene in retail store	1. Demonstrate good practices for maintaining good health and hygienic conditions at retail store	<b>03</b>
2. List the potential hazards & safe practices to be adopted at retail store.	1. Potential hazards in store 2. Occupational health & safety	1. Use various safety accessories used in store 2. Select equipment for common safety and health concerns and problems in given situation	<b>03</b>
3. Extinguish the small fires with suitable equipment	1. Fire symbols used for safety purpose 2. Process of extinguish the fire	1. Select suitable equipment and accessories to extinguish fire 2. Demonstrate the process of using fire extinguisher	<b>03</b>
4. Practice safety measures and tips to control injuries, violence, harassment, shoplifting and robbery	1. Common health and safety concerns in retail store 2. Violence, shoplifting and robbery at workplace and measures to prevent them	1. Select preventive measures to avoid harassment, violence, shoplifting and robbery	<b>04</b>
5. Describe process of handling money equipment, machines, irate customers and shrinkage	1. Ways to handling of money 2. Manage and deal irate customers and shrinkage	1. Visit a retail store to learn the safe handling of money	<b>03</b>
6. Describe the precautions followed while	1. Precautions to be taken while travelling to and from workplace	1. Demonstrate how safely handle knives, box cutters, other	<b>04</b>



<b>Unit 4: Health and Safety Practices</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Total Duration (20 Hrs)</b>
travelling and using tools and equipment	2. Precautions adopted for power tools and equipments 3. Significance of safety in gas stations, petrol pumps, working alone, forklifts and pallet jacks	sharps, power tools and equipments in retail food stalls 2. Take precautions while work with gas stations, petrol pumps, working alone, using forklifts and pallet jacks	
<b>Total</b>			<b>20</b>

<b>Unit 5: Work in Team &amp; Organisation</b>			
<b>Learning Outcome</b>	<b>Theory (06 Hrs)</b>	<b>Practical (08 Hrs)</b>	<b>Total Duration (15 Hrs)</b>
1. Support the team work	1. Meaning and importance of team work 2. Value system of the organization 3. Job prospects in retail cashier and retail sector remuneration	1. Demonstrate the example of team 2. Prepare a chart on career prospects in retailing	<b>06</b>
2. Describe the employees rights and responsibilities	1. Rights of employees 2. Responsibilities of employees.	1. Demonstrate the employee rights through role play in a given situation 2. Make a chart of responsibilities of employees	<b>05</b>
3. Choose team aims and targets	1. Concept of work in a team 2. Importance of teams to achieve targets in retailing 3. Sources of setting goals 4. Maintain team morale 5. Tools and techniques available to set team performance targets and how to work as a team.	1. Select the team to achieve target 2. Visit a retail store to get the sources of setting goals	<b>05</b>
4. Develop effective work habits	1. Skills required for achieving goals 2. Goals for checking progress, asking feedback, responding positively and adjusting plans 3. Handle the risks in learning on the job of trainee associate	1. Prepare a chart on skills required for achieving goals 2. Demonstrate the handling of risk by trainee associate	<b>04</b>
<b>Total</b>			<b>15</b>

## 6. ORGANISATION OF FIELD VISITS

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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 retail store and observe the following: Location, Site, Mother block, Office building, Store Layout, Arranging products in Racks, Store Design, Signage, Display of Products, Arranging Products into Gondolas, Billing Counter, Baggage of Products, Information Counters, etc. During the visit, students should obtain the following information from the owner or the supervisor or manager of the retail store:

1. Area under retail store and its layout
2. Types of retail stores
3. Type of racks used
4. Store layout and design
5. Goods receiving procedure
6. Storage of goods
7. Maintain stock levels
8. Communication between sales persons and customers
9. Communication between sales person and other stakeholders of the retail store
10. Segmentation of products
11. Arranging products in racks, Gondolas etc.
12. Types of signage's its usefulness
13. Duties and responsibilities of store operations assistant
14. Traditional billing system
15. Computerised billing system
16. Manpower engaged
17. Display of products
18. Total expenditure of retail store
19. Total annual income
20. Profit/Loss (Annual)
21. Any other information

## 7. LIST OF EQUIPMENT AND MATERIALS

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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.

### **Material Required for Store Operations Assistant**

1. Shelves for Stacking Products
2. Shopping Cart
3. Signage Board Retail
4. Offer / Policy Signage
5. Big Poster (at POS) for offer related advertisement
6. Gondola

7. Products for display (Dummy Cameras and Mobiles)
8. Danglers
9. Coupons and Vouchers
10. Carry Bags
11. Physical Bill Copy
12. Bar Code Machine
13. Customer Feedback Form
14. Safety and security equipments on site
  - Fire extinguisher
  - Security cameras
  - LCD screens
  - Safety sign boards
  - Personal protective equipments (PPE) like gloves, helmets, jackets, harness etc.
  - Locking systems
15. Housekeeping equipments on site
  - Vacuum cleaner
  - Mops
  - Cleaning chemicals
  - Cleaning Robots
  - Air purifiers
  - Filtering machines
  - Spill Absorbents

#### 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

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

Sl. No.	Qualification	Minimum Competencies	Age Limit
1.	Graduate or Diploma in Retail Management, P.G. Diploma in Marketing with at least 50% marks and 1 year teaching / work experience. Preference given to higher education with MBA (Retail Marketing) and/ or PG Diploma in Retail Management.	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills.</li> <li>• Technical competencies (e.g. in areas such as marketing, sales promotion, store maintenance, marketing and merchandising etc.)</li> </ul>	18-37 years 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 following ways:

- (i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education(PSSCIVE), NCERT or the respective Sector Skill Council(SSC)

OR

- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF\*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

\* *The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- (ii) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- (iii) Make effective use of learning aids and ICT tools during the classroom sessions;
- (iv) Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- (v) Work with the institution's management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- (vi) Identify the weaknesses of students and assist them in up gradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

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

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous up gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;

8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of students/student support services.

## 9. LIST OF CONTRIBUTORS

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