

# **LEARNING OUTCOME BASED VOCATIONAL CURRICULUM**

**JOB ROLE: Trainee Associate**

(QUALIFICATION PACK: Ref. Id. RAS/Q0103)

**SECTOR: Retail**

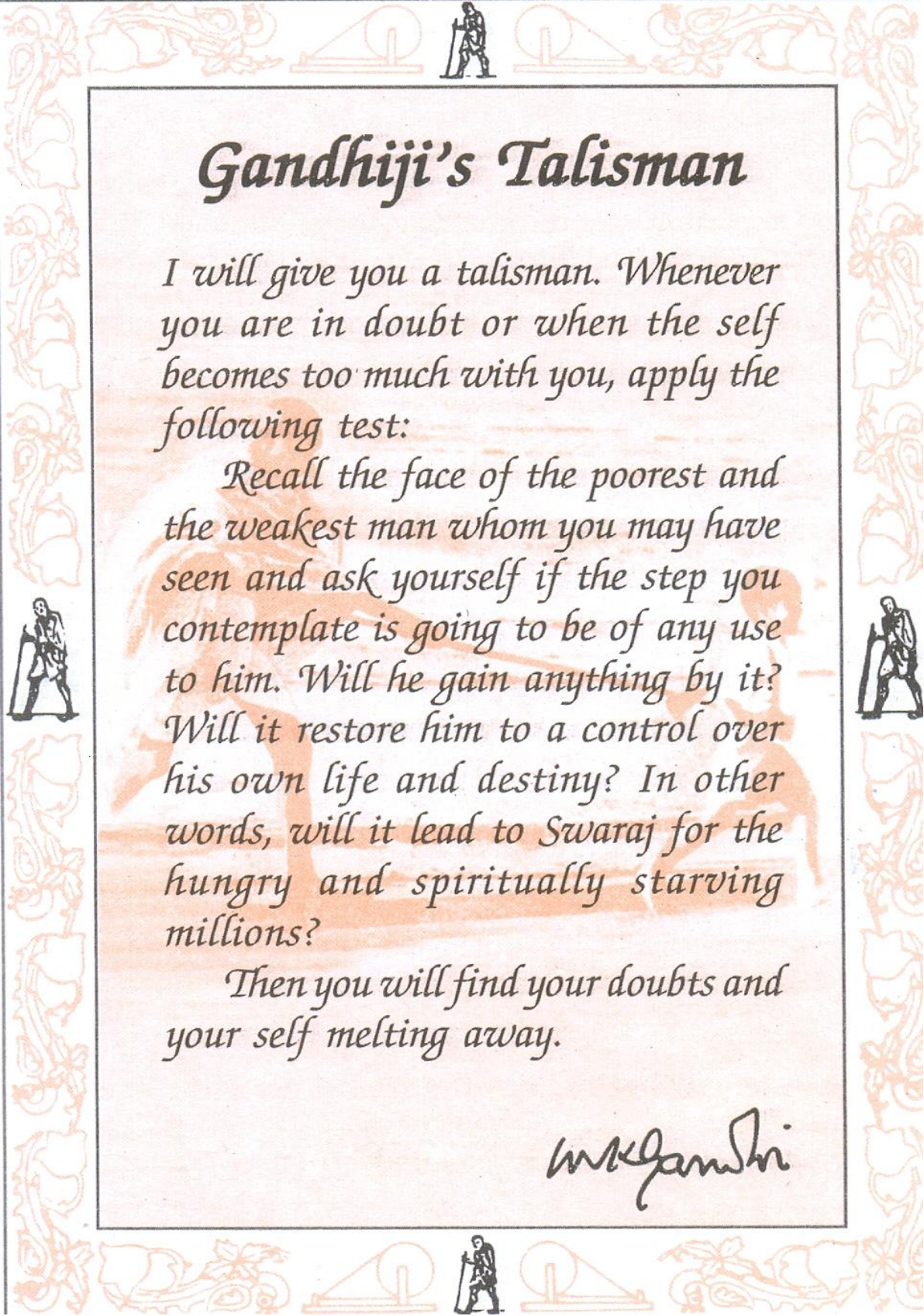
**Classes 11 and 12**



**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. Gandhi*

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CURRICULUM**

**Retail – Trainee Associate**

**June, 2017**

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

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**Published by:**

Joint Director  
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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 Trainee Associate. 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



# CONTENTS

Sl. No.	Title	Page No.
	Foreword	(i)
	Preface	(ii)
	Acknowledgements	(iv)
1.	Course Overview	1
2.	Scheme of Units	2
3.	Teaching/Training Activities	4
4.	Assessment and Certification	4
5.	Unit Content	
	<b>CLASS 11</b>	
	<b>Part A</b>	<b>Employability Skills</b>
		Unit 1: Communication Skills -III
		Unit 2: Self-management Skills -III
		Unit 3: Information and Communication Technology Skills - III
		Unit 4: Entrepreneurial Skills - III
		Unit 5: Green Skills - III
	<b>Part B</b>	<b>Vocational Skills</b>
		Unit 1: Fundamental of Retailing
		Unit 2: Display of Stock
		Unit 3: Visual Merchandising
		Unit 4: Products Arrangement for Sale
		Unit 5: Health and Safety Management
	<b>CLASS 12</b>	
	<b>Part A</b>	<b>Employability Skills</b>
		Unit 1: Communication Skills - IV
		Unit 2: Self-management Skills - IV
		Unit 3: Information and Communication Technology Skills – IV
		Unit 4: Entrepreneurial Skills – IV
		Unit 5: Green Skills – IV
	<b>Part B</b>	<b>Vocational Skills</b>
		Unit 1: Monitoring and Maintaining Store Security
		Unit 2: Loyalty Schemes to Customers
		Unit 3: Customer Information and Customer Retention
		Unit 4: Process of Credit Application
		Unit 5: Work in Team & Organization
6.	Organisation of Field Visits	26
7.	List of Equipment and Materials	26
8.	Vocational Teacher's/ Trainer's Qualification and Guidelines	27
9.	List of Contributors	30

# 1. COURSE OVERVIEW

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## **COURSE TITLE: Retail - Trainee Associate**

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.

A trainee associate - customer service interacts with a company's customers to provide them with information to address inquiries regarding products and services. In addition, they deal with and help resolve any customer complaints. For instance, a trainee/customer associate may assist customer in opening an account or help customers to resolve a problem if customer cannot access his/her account or if his/her order never arrived. Usually, trainee/customer service associate gather their information via a telephone call.

After completion of this course the learner would be able to work as trainee associate in organized retailing to help and support the customers in an organized retail business while choosing of products because he is also called as customer service associate. He/she always rendered services to the customers. He/she may display merchandize and interact with customers to understand their needs to service them with sales of relevant product offering. He/she may work cordially within the team in retail organization. He/she needs to be physically fit to withstand working in a retail environment whilst being customer responsive. He needs good interpersonal and listening skills. Customer service associates represent the organization they work for and assist customers with questions and complaints that they may have. Good customer service is important for businesses because it helps to retain customers.

**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;
- Display the stock to promote sales in retail stores.
- Prepare visual merchandising displays in retail business.
- Dress visual merchandising displays in retail business.
- Store visual merchandising displays in retail stores.
- Prepare products for sale in retail business.
- Promote loyalty schemes to customers in retail business.
- Secure store in retail business.
- Maintain health and safety in retail business.
- Ensure cleanliness and hygiene in stores
- Provide information to customers in retail business.
- Work effectively in formal team and in retail organization.
- Create a positive image of trainee associate– customer services & organization in the customers mind.

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

**COURSE LEVEL:** This is an Intermediate level course. On completion of this course, a student can take up a Diploma/Degree level course for a job roles in Team-Leader, Departmental – Manager and Visual Merchandiser.

<b>COURSE DURATION:</b>	<b>600 hrs</b>
Class 11	: 300 hrs
Class 12	: 300 hrs
<b>Total</b>	<b>: 600 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 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
Units		No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills –III	25	10
	Unit 2: Self-management Skills –III	25	
	Unit 3: Information and Communication Technology Skills - III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
		<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		

	Unit 1: Fundamentals of Retailing	30	40
	Unit 2: Display of Stock	35	
	Unit 3: Visual Merchandising	35	
	Unit 4: Products Arrangement for Sale	35	
	Unit 5: Health and Safety Management	30	
		<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/ Student Portfolio	10	10
	Viva Voce	05	05
		<b>15</b>	<b>15</b>
	<b>Total</b>	<b>300</b>	<b>100</b>

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

<b>CLASS 12</b>			
<b>Units</b>		<b>No. of Hours for Theory and Practical 300</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills - IV	25	10
	Unit 2: Self-management Skills - IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
		<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Monitoring and Maintaining Store Security	35	40
	Unit 2: Loyalty Schemes to Customers	35	
	Unit 3: Customer Information System and Customer Retention	35	
	Unit 4: Process of Credit Application	30	
	Unit 5: Work in Team & Organization	30	
		<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		<b>15</b>	<b>15</b>
	<b>Total</b>	<b>300</b>	<b>100</b>

### 3. TEACHING/TRAINING ACTIVITIES

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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**

S.No.	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	1	1	05

4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	1	0	02
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	<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 11

#### Part A: Employability Skills

Sl. No.	Units	Duration (Hrs)
1.	Communication Skills - III	25
2.	Self-management Skills - III	25
3.	Information and Communication Technology Skills-III	20
4.	Entrepreneurial Skills - III	25
5.	Green Skills - III	15
	<b>Total</b>	<b>110</b>

Unit 1: Communication Skill - III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Total Duration (25 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	<b>05</b>
2. Identify specific communication styles	1. Communication styles- assertive, aggressive, passive-aggressive, submissive, etc.	1. Observing and sharing communication styles of friends, teachers and family members and adapting the best practices 2. Role plays on communication styles.	<b>10</b>
3. Demonstrate basic writing skills	1. 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	<b>10</b>
<b>Total</b>			<b>25</b>

<b>Unit 2: Self-management Skills - III</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>
1. Demonstrate impressive appearance and grooming	<ol style="list-style-type: none"> <li>Describe the importance of dressing appropriately, looking decent and positive body language</li> <li>Describe the term grooming</li> <li>Prepare a personal grooming checklist</li> <li>Describe the techniques of self-exploration</li> </ol>	<ol style="list-style-type: none"> <li>Demonstration of impressive appearance and groomed personality</li> <li>Demonstration of the ability to self- explore</li> </ol>	<b>10</b>
2. Demonstrate team work skills	<ol style="list-style-type: none"> <li>Describe the important factors that influence in team building</li> <li>Describe factors influencing team work</li> </ol>	<ol style="list-style-type: none"> <li>Group discussion on qualities of a good team</li> <li>Group discussion on strategies that are adopted for team building and team work</li> </ol>	<b>10</b>
3. Apply time management strategies and techniques	<ol style="list-style-type: none"> <li>Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks.</li> </ol>	<ol style="list-style-type: none"> <li>Game on time management</li> <li>Checklist preparation</li> <li>To-do-list preparation</li> </ol>	<b>05</b>
<b>Total</b>			<b>25</b>

<b>Unit 3: Information &amp; Communication Technology - III</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Total Duration (20 Hrs)</b>
1. Create a document on word processor	<ol style="list-style-type: none"> <li>Introduction to word processing.</li> <li>Software packages for word processing.</li> <li>Opening and exiting the word processor.</li> <li>Creating a document</li> </ol>	<ol style="list-style-type: none"> <li>Demonstration and practice of the following: <ul style="list-style-type: none"> <li>Listing the features of word processing</li> <li>Listing the software packages for word processing</li> <li>Opening and exit the word processor</li> <li>Creating a document</li> </ul> </li> </ol>	<b>10</b>
2. Edit, save and print a document in word processor	<ol style="list-style-type: none"> <li>Editing text</li> <li>Wrapping and aligning the text</li> <li>Font size, type and face.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstration and practising the following: <ul style="list-style-type: none"> <li>Editing the text</li> <li>Word wrapping and alignment</li> </ul> </li> </ol>	<b>10</b>

	<ol style="list-style-type: none"> <li>4. Header and Footer</li> <li>5. Auto correct</li> <li>6. Numbering and bullet</li> <li>7. Creating table</li> <li>8. Find and replace</li> <li>9. Page numbering.</li> <li>10. Printing document.</li> <li>11. Saving a document in various formats.</li> </ol>	<ul style="list-style-type: none"> <li>• Changing font type, size and face</li> <li>• Inserting header and footer</li> <li>• Removing header and footer</li> </ul> <ol style="list-style-type: none"> <li>1. Using autocorrect option</li> <li>2. Insert page numbers and bullet</li> <li>3. Save and print a document</li> </ol>	
<b>Total</b>			<b>20</b>

<b>Unit 4: Entrepreneurial Skills – III</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>
1. Describe the significance of entrepreneurial values and attitude	<ol style="list-style-type: none"> <li>1. Values in general and entrepreneurial values</li> <li>2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work</li> </ol>	<ol style="list-style-type: none"> <li>1. Listing of entrepreneurial values by the students.</li> <li>2. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur</li> <li>3. Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments</li> </ol>	<b>10</b>
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	<ol style="list-style-type: none"> <li>1. Attitudes in general and entrepreneurial attitudes</li> <li>2. Using imagination/ intuition</li> <li>3. Tendency to take moderate risk</li> <li>4. Enjoying freedom of expression and action</li> <li>5. Looking for economic opportunities</li> <li>6. Believing that we can change the environment</li> <li>7. Analyzing situation and planning action</li> <li>8. Involving in activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude</li> <li>2. Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities like thematic appreciation test</li> <li>3. Preparing a short write-up on "who am I"</li> <li>4. Take up a product and suggest how its features can be improved</li> <li>5. Group activity for suggesting brand names, names of enterprises, etc.</li> </ol>	<b>15</b>
<b>Total</b>			<b>25</b>

<b>Unit 5: Green Skills – III</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (08 hrs)</b>	<b>Total Duration</b>

			<b>(15 Hrs)</b>
1. Describe importance of main sector of green economy	1. Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management 2. Policy initiatives for greening economy in India	1. Preparing a poster on any one of the sectors of green economy 2. Writing a two-page essay on important initiatives taken in India for promoting green economy	<b>08</b>
2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy	1. Stakeholders in green economy 2. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	<b>07</b>
<b>Total</b>			<b>15</b>

## Part B: Vocational Skills

Sl.No.	Units	Duration (Hrs)
1.	Fundamentals of Retailing	30
2.	Display of Stock	35
3.	Visual Merchandising	35
4.	Products Arrangement for Sale	35
5.	Health and Safety Management	30
	<b>Total</b>	<b>165</b>

<b>Unit 1: Fundamentals of Retailing</b>			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Describe the fundamental of retailing	1. Meaning and significance of retail business 2. Meaning and difference between organised and unorganised retailing 3. Different types of retail business establishment 4. Functions and essential requirements of retailers 5. 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 3. Identify the various organized and unorganised retail formats from the given retail formats 4. List the different formalities required for organised and unorganised retailing 5. Identify the various store and non-store retailing from the given retail formats 6. List the different formalities required for store and non-store retailing	<b>08</b>
2. Describe the role of trainee associate towards customer satisfaction	1. Concept of customer and related terms 2. Concept of customer service and customer satisfaction	1. Demonstrate the various customer services for convincing and satisfying the customer	<b>07</b>
3. State skills required for handling retail by trainee associate	1. Essentials of skill development 2. Skills for trainee associate	1. Draw a chart containing the various skills of trainee associate	<b>07</b>
4. List the duties and responsibilities of trainee associate	1. Duties of trainee associate 2. Responsibilities of trainee associate 3. Special activities of trainee associate	1. Carry out various duties and responsibilities of trainee associate 1. Follow the core competencies while doing the work	<b>08</b>
<b>Total</b>			<b>30</b>

<b>Unit 2: Display of Stock</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35 Hrs)</b>
1. Describe role and approaches to merchandising display	<ol style="list-style-type: none"> <li>1. Meaning of merchandise,</li> <li>2. Types of merchandise displays,</li> <li>3. Importance of merchandise display,</li> <li>4. Merchandise display approach,</li> <li>5. Effective merchandise</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a chart containing various types of merchandising</li> <li>2. Demonstrate the role of merchandise display with the help of role play</li> </ol>	<b>09</b>
2. List standards and legal requirements of merchandising display	<ol style="list-style-type: none"> <li>1. Meaning of merchandise display</li> <li>2. Forms of merchandise display</li> <li>3. Essentials for successful merchandise display,</li> <li>4. Choosing the right standards for display of stock,</li> <li>5. Legal requirements for merchandise display</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a nearby retail outlet and identify the merchandise display</li> <li>2. Draw a chart containing the essentials for successful merchandise display</li> <li>3. Demonstrate the right standards for display of stock</li> <li>4. Identify the legal requirements for merchandise display</li> </ol>	<b>09</b>
3. Demonstrate methods of packaging and labelling of merchandising displays	<ol style="list-style-type: none"> <li>1. Meaning of packaging,</li> <li>2. Importance of packaging</li> <li>3. Techniques of packaging in merchandising display,</li> <li>4. Meaning of label,</li> <li>5. Purpose of labelling,</li> <li>6. Types of labelling,</li> <li>7. Labelling techniques in retail stores,</li> <li>8. Guidelines for labelling the merchandising display</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate packaging in merchandising display</li> <li>2. Collect the various types of products and Identify the labelling and its types and prepare a report on various types of information given in labelling</li> <li>3. Demonstrate the various labelling techniques in retail stores,</li> <li>4. Follow the guidelines for labelling the merchandising display</li> </ol>	<b>08</b>
4. Describe ways for cleaning and storing of merchandising displays	<ol style="list-style-type: none"> <li>1. Meaning of cleanliness in retail</li> <li>2. Importance of cleanliness in retail store,</li> <li>3. Cleaning tools and techniques,</li> <li>4. Storage of merchandise,</li> <li>5. Importance of storage in merchandise displays,</li> <li>6. Tools for storing merchandising displays</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the use of cleaning tools and techniques</li> <li>2. Demonstrate the use of tools for storing merchandising displays</li> </ol>	<b>09</b>
<b>Total</b>			<b>35</b>

<b>Unit 3: Visual Merchandising</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (15 Hrs)</b>
1. Execute the plan and design of visual display	<ol style="list-style-type: none"> <li>1. Introduction and role of display in retailing</li> <li>2. Concept and importance of design brief,</li> <li>3. Potential places for visual display</li> <li>4. Importance of light, colour, texture, shape and dimensions in visual display</li> </ol>	<ol style="list-style-type: none"> <li>1. Guide proper places for visual display</li> <li>2. Check light, color, texture, shape in day as well as in night time according to the age groups of customers</li> <li>3. Demonstrate dimensions in visual display</li> </ol>	<b>10</b>
2. Identify the dressing techniques of visual display	<ol style="list-style-type: none"> <li>1. Role of dressing in merchandising,</li> <li>2. Focal points for a visual display</li> <li>3. Dressing mannequins, busts and other props</li> <li>4. Display of different types of merchandise</li> <li>5. Choose a suitable grouping of products</li> <li>6. Safety guidelines for visual display</li> <li>7. Dressing techniques for different types of merchandise</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a retail store and identify the need of dressing in merchandising and prepare a report on visit</li> <li>2. Identify the focal points for a visual display in a given situation</li> <li>3. Demonstrate the dressing about mannequins, busts and other props</li> <li>4. Display of different types of merchandise as per the segments of products</li> <li>5. Follow safety guidelines for visual display</li> <li>6. Visit retail store and identify the type of visual displays and their selection for separate products</li> </ol>	<b>10</b>
3. Evaluate the visual merchandising display	<ol style="list-style-type: none"> <li>1. Meaning, need and importance of evaluation of visual display,</li> <li>2. Reporting arrangements for sorting out problems and reducing risks,</li> <li>3. Evaluating the visual display</li> <li>4. Make the adjustment and improvement of visual display</li> </ol>	<ol style="list-style-type: none"> <li>1. Recording arrangements for sorting out problems and reducing risks</li> <li>2. Demonstrate the evaluating the visual display and making adjustment and improvement of visual display</li> </ol>	<b>10</b>
4. List out the techniques for dismantling the merchandise display	<ol style="list-style-type: none"> <li>1. Meaning and importance of dismantling</li> <li>2. List unwanted materials and remove them safely,</li> <li>3. Dismantling displays safely</li> <li>4. Returning/ dispose of the</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a retail store and observe the techniques for dismantling displays and prepare a report on it</li> <li>2. Demonstrate the unwanted materials and how to get rid of them</li> </ol>	<b>05</b>

	dismantle parts of display	safely	
<b>Total</b>			<b>35</b>
<b>Unit 4: Products Arrangement for Sale</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35 Hrs)</b>
1. Arrange the products for sale in stores with suitable techniques	<ol style="list-style-type: none"> <li>1. Meaning of arrangement of products for sale in store,</li> <li>2. Need for arranging products,</li> <li>3. Shelf techniques in arranging products for sales in stores</li> <li>4. Floor plan techniques in arranging products for sales in store,</li> <li>5. Prefix span algorithm,</li> <li>6. Safety measures while displaying the products</li> <li>7. Display of products for sale</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate arrangement of different products for sale in store</li> <li>2. Draw a chart containing shelf techniques in arranging products for sales in stores</li> <li>3. Demonstrate the floor plan techniques in arranging products for sales in store</li> <li>4. Check the display of products as per their nature</li> </ol>	<b>08</b>
2. Guidelines for arrangement of products	<ol style="list-style-type: none"> <li>1. Standard guidelines for product placement or display</li> <li>2. Hierarchy of products arranging in retail store,</li> <li>3. Difficulties in arranging products</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow the guidelines for product placement/display</li> <li>2. Visit a retail store and observe hierarchy of arranging the products in retail store and prepare a report on it</li> <li>3. Role play on approach in case of difficulty in arranging products</li> </ol>	<b>07</b>
3. List the rules and regulations for dealing with damaged goods	<ol style="list-style-type: none"> <li>1. Meaning of the damaged goods,</li> <li>2. Identify the damaged goods</li> <li>3. Procedure of dealing with damaged goods,</li> <li>4. Waste management measures in retail</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and pickup the damaged goods from given goods</li> <li>2. Demonstrate how to deal with damaged goods and observing suitable rules and regulations</li> </ol>	<b>07</b>
4. Describe the steps in selling process and salesmanship	<ol style="list-style-type: none"> <li>1. Meaning of selling process,</li> <li>2. Steps of selling process,</li> <li>3. Personal selling and salesmanship,</li> <li>4. Modern concept of salesmanship,</li> <li>5. Importance of salesmanship,</li> <li>6. Qualities of successful salesman</li> <li>7. Differentiate between personal selling and salesmanship</li> </ol>	<ol style="list-style-type: none"> <li>1. List steps involved in selling process,</li> <li>2. Identify the personal selling and salesmanship techniques in a given situations</li> <li>3. Role play on qualities of successful salesman and convincing customers in a given situations</li> </ol>	<b>08</b>



<b>Total</b>		<b>35</b>
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<b>Unit 5: Health and Safety Management</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (30 Hrs)</b>
1. Describe the Health and Safety Requirements	<ol style="list-style-type: none"> <li>1. Meaning of Health and Safety</li> <li>2. Identify and follow the health and safety requirements laid down by retailer and law</li> <li>3. Study the ways to encourage colleagues to follow the health and safety norms.</li> </ol>	1. Demonstrate good practices for maintaining good health and safety conditions at retail store	<b>05</b>
2. List the Equipment and Materials	<ol style="list-style-type: none"> <li>1. Meaning of risk and types of risks in retailing</li> <li>2. Types of equipment and materials used in the stores for health and safety.</li> <li>3. Trace out the approved actions to deal with risks.</li> <li>4. Use of equipment with manufacturer's instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. Use various safety accessories used in store</li> <li>2. Select equipment for common safety and health concerns and problems in given situation.</li> </ol>	<b>05</b>
3. Dealing with Accidents and Emergencies	<ol style="list-style-type: none"> <li>1. Meaning of accidents and emergencies</li> <li>2. Dealing with Accidents and Emergencies</li> <li>3. Recognise when evacuation procedure starts</li> <li>4. Company procedures for evacuation</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate how to deal with irate customers carefully</li> <li>2. Prepare a chart on Company procedures for evacuation</li> </ol>	<b>05</b>
4. Reporting Accidents and Emergencies	<ol style="list-style-type: none"> <li>1. Meaning of Reporting</li> <li>2. Retailers procedures and legal requirements to deal with accidents and emergencies</li> <li>3. System of reporting accidents and emergencies to the right persons</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a retail store to know retailers procedure to deal with accidents and emergencies</li> <li>2. Role play on reporting accidents and emergencies to the right persons</li> </ol>	<b>05</b>
<b>Total</b>			<b>30</b>

# CLASS 12

## Part A: Employability Skills

Sl. No.	Units	Duration (Hrs)
1.	Communication Skills – IV	25
2.	Self-management Skills – IV	25
3.	Information and Communication Technology Skills-IV	20
4.	Entrepreneurial Skills – IV	25
5.	Green Skills – IV	15
	<b>Total</b>	<b>110</b>

Unit 1: Communication Skills - IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Total Duration (25 Hrs)
1. Describe the steps to active listening skills	<ol style="list-style-type: none"> <li>Importance of active listening at workplace</li> <li>Steps to active listening</li> </ol>	<ol style="list-style-type: none"> <li>Demonstration of the key aspects of becoming active listener</li> <li>Preparing posters of steps for active listening</li> </ol>	<b>10</b>
2. Demonstrate basic writing skills	<ol style="list-style-type: none"> <li>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> </li> </ol>	<ol style="list-style-type: none"> <li>Demonstration and practice of writing sentences and paragraphs on topics related to the subject</li> </ol>	<b>15</b>
<b>Total</b>			<b>25</b>

Unit 2: Self-management Skills –IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Total Duration (25 Hrs)
1. Describe the various factors influencing self-motivation	<ol style="list-style-type: none"> <li>Finding and listing motives (needs and desires);</li> <li>Finding sources of motivation and inspiration (music, books, activities); expansive thoughts; living fully in the present moment; dreaming big</li> </ol>	<ol style="list-style-type: none"> <li>Group discussion on identifying needs and desire</li> <li>Discussion on sources of motivation and inspiration</li> </ol>	<b>10</b>
3. Describe the basic personality traits, types and disorders	<ol style="list-style-type: none"> <li>Describe the meaning of personality</li> <li>Describe how personality influence others</li> <li>Describe basic personality traits</li> <li>Describe common</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate the knowledge of different personality types</li> </ol>	<b>15</b>

	personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive		
<b>Total</b>			<b>25</b>

<b>Unit 3: Information &amp; Communication Technology Skills - IV</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Total Duration (20 Hrs)</b>
1. Perform tabulation using spreadsheet application	<ol style="list-style-type: none"> <li>1. Introduction to spreadsheet application</li> <li>2. Spreadsheet applications</li> <li>3. Creating a new worksheet</li> <li>4. Opening workbook and entering text</li> <li>5. Resizing fonts and styles</li> <li>6. Copying and moving</li> <li>7. Filter and sorting</li> <li>8. Formulas and functions</li> <li>9. Password protection.</li> <li>10. Printing a spreadsheet.</li> <li>11. Saving a spreadsheet in various formats.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practice on the following:                             <ul style="list-style-type: none"> <li>• Introduction to the spreadsheet application</li> <li>• Listing the spreadsheet applications</li> <li>• Creating a new worksheet</li> <li>• Opening the workbook and enter text</li> <li>• Resizing fonts and styles</li> <li>• Copying and move the cell data</li> <li>• Sorting and Filter the data</li> <li>• Applying elementary formulas and functions</li> <li>• Protecting the spreadsheet with password</li> <li>• Printing a spreadsheet</li> <li>• Saving the spreadsheet in various formats.</li> </ul> </li> </ol>	<b>10</b>
2. Prepare presentation using presentation application	<ol style="list-style-type: none"> <li>1. Introduction to presentation</li> <li>2. Software packages for presentation</li> <li>3. Creating a new presentation</li> <li>4. Adding a slide</li> <li>5. Deleting a slide</li> <li>6. Entering and editing text</li> <li>7. Formatting text</li> <li>8. Inserting clipart and images</li> <li>9. Slide layout</li> <li>10. Saving a presentation</li> <li>11. Printing a presentation document.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practice on the following:                             <ul style="list-style-type: none"> <li>• Listing the software packages for presentation</li> <li>• Explaining the features of presentation</li> <li>• Creating a new presentation</li> <li>• Adding a slide to presentation.</li> <li>• Deleting a slide</li> <li>• Entering and edit text</li> <li>• Formatting text</li> <li>• Inserting clipart and images</li> <li>• Sliding layout</li> <li>• Saving a presentation</li> <li>• Printing a presentation document</li> </ul> </li> </ol>	<b>10</b>
<b>Total</b>			<b>20</b>

<b>Unit 4: Entrepreneurial Skills – IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>

<b>Unit 4: Entrepreneurial Skills – IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>
1. Identify the general and entrepreneurial behavioural competencies	<ol style="list-style-type: none"> <li>Barriers to becoming entrepreneur</li> <li>Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity</li> </ol>	<ol style="list-style-type: none"> <li>Administering self-rating questionnaire and score responses on each of the competencies</li> <li>Collect small story/ anecdote of prominent successful entrepreneurs</li> <li>Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies</li> <li>Preparation of competencies profile of students</li> </ol>	<b>10</b>
2. Demonstrate the knowledge of self-assessment of behavioural competencies	<ol style="list-style-type: none"> <li>Entrepreneurial competencies in particular: self - confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building</li> </ol>	<ol style="list-style-type: none"> <li>Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity</li> </ol>	<b>15</b>
<b>Total</b>			<b>25</b>

<b>Unit 5: Green Skills – IV</b>			
<b>Learning Outcome</b>	<b>Theory (05 hrs)</b>	<b>Practical (10 hrs)</b>	<b>Total Duration (15 Hrs)</b>
1. Identify the role and importance of green jobs in different sectors	<ol style="list-style-type: none"> <li>Role of green jobs in toxin-free homes,</li> <li>Green organic gardening, public transport and energy conservation,</li> <li>Green jobs in water conservation</li> <li>Green jobs in solar and wind power, waste</li> </ol>	<ol style="list-style-type: none"> <li>Listing of green jobs and preparation of posters on green job profiles</li> <li>Prepare posters on green jobs.</li> </ol>	<b>15</b>

	<p>reduction, reuse and recycling of wastes,</p> <p>5. Green jobs in green tourism</p> <p>6. Green jobs in building and construction</p> <p>7. Green jobs in appropriate technology</p> <p>8. Role of green jobs in Improving energy and raw materials use</p> <p>9. Role of green jobs in limiting greenhouse gas emissions</p> <p>10. Role of green jobs minimizing waste and pollution</p> <p>11. Role of green jobs in protecting and restoring ecosystems</p> <p>12. Role of green jobs in support adaptation to the effects of climate change</p>		
<b>Total</b>			<b>15</b>

## Part B–Vocational Skills

Sl.No.	Units	Duration (Hrs)
1.	Monitoring and Maintaining Store Security	35
2.	Loyalty Schemes to Customers	35
3.	Customer Information System and Customer Retention	35
4.	Process of Credit Application	30
5.	Work in Team & Organization	30
<b>Total</b>		<b>165</b>

<b>Unit 1: Monitoring and Maintaining Store Security</b>			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
1. List the types of security aspects in stores	<ol style="list-style-type: none"> <li>1. Meaning of risk in store,</li> <li>2. Factors to keep in mind when evaluating the security of store,</li> <li>3. Types of risks and securities in retail store,</li> <li>4. Cyber security challenges</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify risk in store in a give situation for different products</li> <li>2. Prepare a chart on different types of risk and securities in retail store</li> <li>3. Handle cyber security challenges with suitable measures</li> </ol>	<b>07</b>
2. Demonstrate the security measures and follow the preventions for security risk	<ol style="list-style-type: none"> <li>1. Factors of identifying risk,</li> <li>2. Measures undertaken in security,</li> <li>3. Preventions for security and risk,</li> <li>4. Policies for security issues in retail business</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the measures undertaking in security and follow preventions for security risks</li> <li>2. Draw a chart containing the policies for security issues in retail business</li> </ol>	<b>10</b>
3. Describe mechanism for reporting the security risks	<ol style="list-style-type: none"> <li>1. Various issues on which reporting is necessary,</li> <li>2. What to do if associate catches someone,</li> <li>3. Reporting on security breaches,</li> <li>4. Reporting through equipments</li> <li>5. Reporting to a robbery,</li> <li>6. Reporting on shoplifting</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the action when associate catches someone</li> <li>2. Demonstrate the mechanism for how to reporting security risks</li> <li>3. Role play on how to report security breaches</li> <li>4. Simulation on catch robbery in store and how to report to sales supervisor</li> </ol>	<b>10</b>

<b>Unit 1: Monitoring and Maintaining Store Security</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35Hrs)</b>
		5. Simulation activity on shoplifting and how to report to sales supervisor	
4. Describe the company procedure for preventing security risk	<ol style="list-style-type: none"> <li>1. Various issues on loss prevention</li> <li>2. Goals of audit and process,</li> <li>3. Actions and involved team members,</li> <li>4. Training on prevention of loss in store,</li> <li>5. Elements of loss prevention,</li> <li>6. Deactivating security devices of stores</li> </ol>	<ol style="list-style-type: none"> <li>1. List various issues on loss prevention</li> <li>2. Demonstrate the process of auditing with suitable equipments</li> <li>3. Prepare a chart on the important points to be kept in mind while training on prevention of loss in store</li> <li>4. Drill how to deactivating security devices of stores</li> </ol>	<b>08</b>
<b>Total</b>			<b>35</b>

<b>Unit 2: Loyalty Schemes for Customers</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35Hrs)</b>
1. Describe the loyalty schemes goals, features, benefits and sources of information	<ol style="list-style-type: none"> <li>1. Meaning of loyalty schemes and loyal customers,</li> <li>2. Goals, types, features and benefits of loyalty programmes,</li> <li>3. Sources of information for loyalty programs</li> </ol>	<ol style="list-style-type: none"> <li>1. List different types of loyalty programs prevalent in the retail sector,</li> <li>2. Draw a chart containing features of loyalty programmes and their benefits</li> <li>3. Identify the sources of information for loyalty programs in given situations</li> </ol>	<b>08</b>
2. Describe the mechanism for propagation of loyalty schemes	<ol style="list-style-type: none"> <li>1. Concept of propagation of loyalty programme,</li> <li>2. Mechanism to propagate loyalty programmes,</li> <li>3. Methods used in propagation of loyalty programmes</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the mechanism of propagation of loyalty programmes in given situations</li> <li>2. Demonstrate the methods used in propagation of loyalty programmes</li> </ol>	<b>08</b>
3. Explain the procedure of membership drive for loyalty schemes	<ol style="list-style-type: none"> <li>1. Meaning of membership drive for loyalty schemes,</li> </ol>	<ol style="list-style-type: none"> <li>1. Role play on different membership drives for loyalty schemes</li> </ol>	<b>10</b>

<b>Unit 2: Loyalty Schemes for Customers</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35Hrs)</b>
	2. Steps followed during a membership drive , <ul style="list-style-type: none"> <li>• Pre-membership stage,</li> <li>• Membership stage,</li> <li>• Post membership stage</li> </ul>	2. Draw a chart containing steps followed during a membership drive	
4. List the components of customer relationship management (CRM) and its impact on sales	1. Meaning of customer relationship management (CRM) 2. Objectives of CRM and customer loyalty schemes 3. Benefits of CRM, 4. Concept of e-CRM 5. Difference between CRM and E-CRM	1. Identify the components of customer relationship management (CRM) 2. Draw a chart contain the objectives of CRM 3. Role plays on different benefits of CRM 4. Role play on the non-store retailing process in a given situation	<b>09</b>
<b>Total</b>			<b>35</b>

<b>Unit 3: Customer Information System and Customer Retention</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35 Hrs)</b>
1. Identify the customer information and advices to customers	1. Need of customer information 2. Need of communication information to customer 3. Retailers policy for customer service information	1. Role plays on different techniques used to maintain customer loyalty 2. Demonstrate the retailers policy for customer service information and list what kind of services they rendered	<b>08</b>
2. Explain the mechanism for managing customers complaints	1. Meaning of customer complaints, 2. Machinery for complaints handling, 3. Rights of customer and retailers regarding complaints, 4. Duties of retailers regarding complaints 5. Company policy on customer complaints	1. Demonstrate the mechanism and machinery for handling complaints 2. Draw a chart contain rights of customer and retailers regarding complaints, 3. Role play on different duties of retailers regarding handling complaints.	<b>10</b>
3. Follow the guidelines to recognize the customer	1. Concept of recognize customer 2. Significance of recognizing customers,	1. Role plays on how to recognize customers in a significant way in different situations	<b>10</b>



<b>Unit 3: Customer Information System and Customer Retention</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35 Hrs)</b>
	3. Guidelines for recognizing customer needs 4. Timely responding to customers 5. Advantage of responding the customer on time effectively	2. Follow guidelines for how to recognize customer needs and to responding timely 3. Role plays on how to respond affectively with customers.	
4. Customer retention	1. Meaning of customer retention 2. Importance of customer retention 3. Customer retention strategies 4. Process of customer retention	1. Draw a chart on customer retention 2. Role plays how to retain customer	<b>08</b>
<b>Total</b>			<b>35</b>

<b>Unit 4: Process of Credit Application</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35 Hrs)</b>
1. List the features and conditions for credit sales	3. Meaning of credit sales 4. Features and need for credit sales, 5. Retail credit facility, 6. Terms and conditions used for sale of goods on credit basis	1. Identify the credit sales in a given situation 2. Draw a chart contains terms and conditions used for sale of goods on credit basis	<b>09</b>
2. Identify the credit checks and getting authorization	1. Meaning and need for credit check, 2. Legal and company procedures for carrying out credit checks, 3. Legal and company procedures for getting authorization for credit check 4. Steps to follow before granting a customer credits	1. Estimate customer repayment capacity and need for credit 2. Follow the legal and company procedures for carrying out credit checks 3. Demonstrate the legal and company procedures for getting authorization for credit check	<b>09</b>
3. Describe the process of credit requisitions	9. Meaning of credit requisition, 10. Steps involved in the credit requisition	1. Explain the credit requisition 2. Demonstrate the steps involved in the credit requisition	<b>08</b>
4. Demonstrate the techniques for determining credit	1. Meaning credit worthiness 2. How to check credit worthiness	1. Explain the credit worthiness 2. Demonstrate how to check credit worthiness	<b>09</b>

worthiness	3. Techniques used for determining credit worthiness of the customers.	3. Demonstrate the knowledge of techniques used for determining credit worthiness of the customers	
<b>Total</b>			<b>35</b>

### Unit 5: Work in Team & Organisation

Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Demonstrate the organization standards by appearance and behaviour	<ol style="list-style-type: none"> <li>1. Meaning of customer</li> <li>2. Standard of appearance</li> <li>3. Precautions taken by male staff and female staff</li> <li>4. Dealing with the customer</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw on the chart standard of appearance</li> <li>2. Follow the precautions working in male staff and female staff</li> <li>3. Deal customers with effective techniques</li> </ol>	<b>07</b>
2. Follow the policy and procedure of teamwork	<ol style="list-style-type: none"> <li>1. Importance of policy and procedure of team work</li> <li>2. Policy and procedure of team work in retailing</li> <li>3. Reporting hierarchy system</li> <li>4. Advantage of reporting hierarchy system</li> <li>5. Policies on health and safety of employee</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare chart on policy and procedure of team work in retailing</li> <li>2. Demonstrate the reporting hierarchy system</li> </ol>	<b>06</b>
3. State the career prospects in retailing	<ol style="list-style-type: none"> <li>1. Characteristics of retail cashier</li> <li>2. Career prospects in retailing</li> <li>3. Job prospects in retail cashier and retail sector remuneration</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the characteristics of retail cashier</li> <li>2. Identify the career prospects in retailing</li> </ol>	<b>05</b>
4. Describe the employees rights and responsibilities	<ol style="list-style-type: none"> <li>1. Rights of employees</li> <li>2. Responsibilities of employees</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a list of rights and responsibilities of employees</li> </ol>	<b>04</b>
5. Choose team aims and targets	<ol style="list-style-type: none"> <li>1. Concept of work in a team</li> <li>2. Importance of teams to achieve targets in retailing</li> <li>3. Tools and techniques available to set team performance targets and how to work as a team</li> </ol> <ol style="list-style-type: none"> <li>1. Mobilizing finances</li> <li>2. Personnel recruitment</li> <li>4. Marketing activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Select the team to achieve target</li> <li>2. Use the suitable tools and techniques available to set team performance</li> </ol>	<b>08</b>
<b>Total</b>			<b>30</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
  - Termite treatment

#### Teaching/Training Aids

1. Computer
2. LCD Projector
3. Projection Screen
4. White/Black Boards
5. Flip Charts
6. Video and audio recorder

## 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	<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.

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

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

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

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

OR

- (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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