

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Individual Sales Professional

(QUALIFICATION PACK: Ref. Id. RAS/Q0201)

SECTOR: Retail

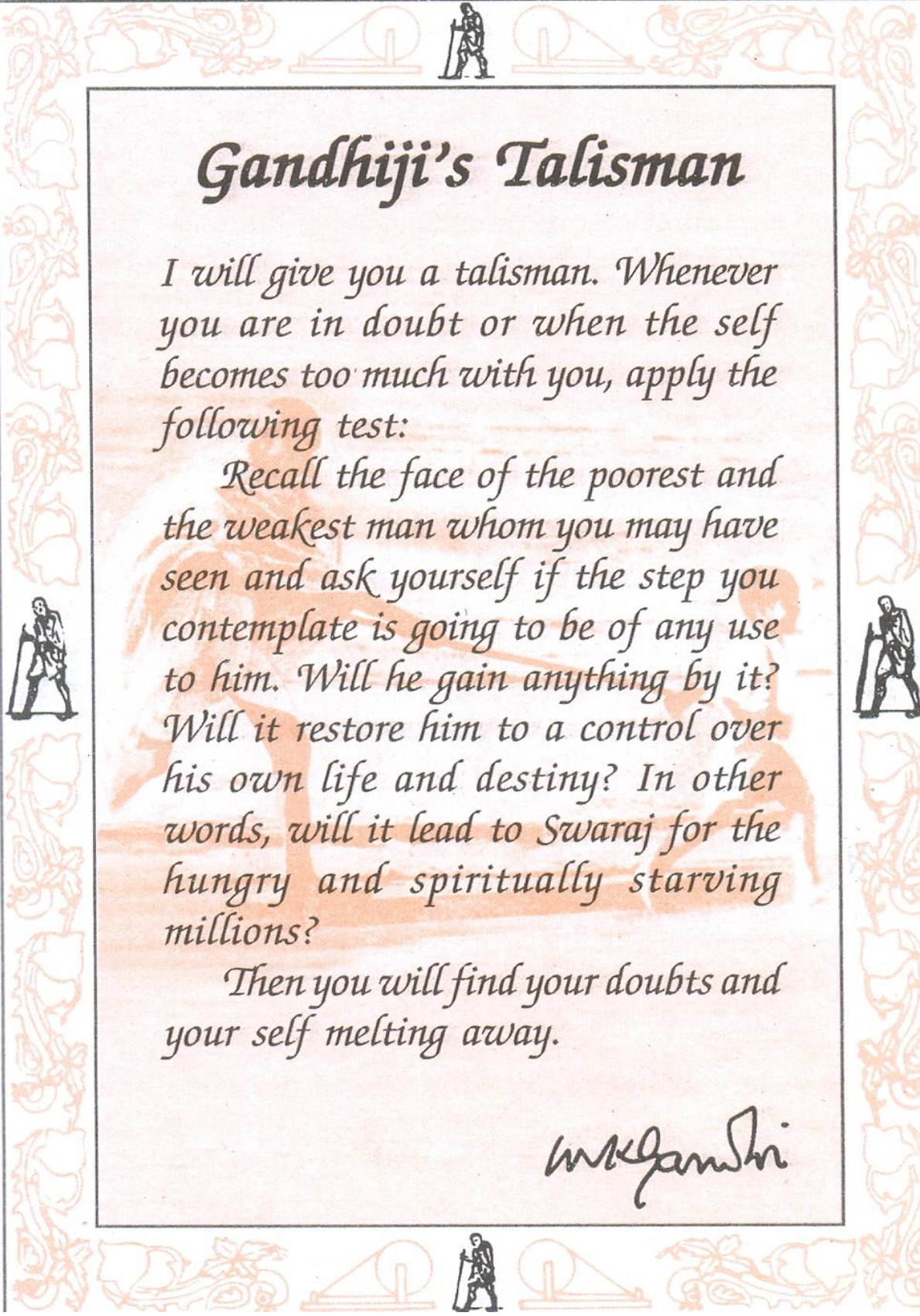
Classes 11 and 12



**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.K. Gandhi

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FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). The main purpose of the learning outcome based curricula is to bring about the improvement in teaching-learning process and working competences through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of **Individual Sales Professional (RAS/Q0201)**. 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

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 the 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 21st century.

(ii)

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

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of *Samagra Shiksha* 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 grateful to the expert contributors for their earnest effort and contributions in the development of this learning outcome based vocational curriculum. Their names are acknowledged in the list of contributors.

We are also grateful to Dr. P Veeraiah, Course Coordinator, Department of Business and commerce Department, PSSCIVE, Bhopal for her contributions.

The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Department of Agriculture and Animal Husbandry and Curriculum Development and Evaluation Centre (CDEC), Dr. Vipin Kumar Jain, Associate Professor and Head, Department of Humanities, Science, Education and Research and Dr. Dipak D. Shudhalwar, Associate Professor and Head, Department of Engineering and Technology, PSSCIVE in development of the curriculum for the employability skills are duly acknowledged skills and Dr. Teena Mishra, Retail Consultant, Department of Business and Commerce, PSSCIVE, Bhopal, in the development of the curriculum for the vocational skills are duly acknowledged.

The assistance provided by Mrs. Sunita Kohli, Computer Operator, Computer Operator Grade II in designing the programme and Miss Rachna Pateriya, DTP Operator, PSSCIVE for typing is duly acknowledged.

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Retail – Individual Sales Professional

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.

Individual sales professional also called as kiranawala /street vendor. They earn income by conducting daily business operations. Individuals in this position work for himself /herself to earn income instead of working for an employer that pays a salary/wage.

The individual needs to be physically fit to be able to fulfil tasks efficiently. He/She should be able to motivate self to deal with unexpected situations, if any. He/She should have product and service knowledge, good interpersonal skills and customer service skills. He/She should be meeting the needs of the customer. He/She should plan and organise their daily work schedule to call on existing or potential sales outlets and other trade factors. Their responsibilities are selling products and services, performing cost-benefit analyses of existing and potential customers and maintaining positive business relationships to certify future sales. He/she offers appropriate solutions for every customer in order to boost growth, customer acquisition levels and profitability. He/She achieve sales targets and outcomes within schedule, coordinate sales effort with team members, coordinate with other departments, understand customer needs and problems, keep best practices and promotional trends. He/She takes feedback and focus on continuous improvements. He/She should have excellent selling, communication and negotiation skills, ability to create and deliver presentations and relationship management skills. He/She should have to manage relations with the customers and also with other within the organization.

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

- Follow legal policies and procedures to run business.
- Perform basic accounting practices.
- Conduct daily business operational activity.
- Build relationship with vendors/dealers to ensure smooth business operations and increase sales.
- Meet health and safety requirements at the workplace.
- Identify customer needs effectively.
- Maintain relationship with customers.

- Communicate, negotiate and deliver presentations to customers.
- Demonstrate creativity, innovation and enthusiasm to grow business.

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.

COURSE DURATION:	600 hrs
Class 11	: 300 hrs
Class 12	: 300 hrs
Total	: 600 hrs

2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of 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
Part A	Employability Skills		
	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	
		110	10
Part B	Vocational Skills		
	Unit 1: Essentials of Marketing	30	40
	Unit 2: Follow Legal Policies and Procedures to Run Business	30	
	Unit 3: Financial Management and Budgeting	35	
	Unit 4: Products and Services	35	
	Unit 5: Market Analysis and Inventory Management	35	
		165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voice	03	10
		10	35
Part D	Project Work/Field Visit		
	Practical File/ Student Portfolio	10	10

	Viva Voce	05	05
		15	15
	Total	300	100

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

CLASS 12			
Units		No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	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	
		110	10
Part B	Vocational Skills		
	Unit 1: Retail Sales Management	30	40
	Unit 2: Relationship with Vendors and Dealers	35	
	Unit 3: Hygiene Factors and Measures to Avoid Work Hazards	35	
	Unit 4: Customer Information System and Customer Retention	35	
	Unit 5: Creativity and Innovation in the Business	30	
		135	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		15	15
	Total	300	100

3. TEACHING/TRAINING ACTIVITIES

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

CLASSROOM ACTIVITIES

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

PRACTICAL WORK IN LABORATORY/WORKSHOP

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

FIELD VISITS/ EDUCATIONAL TOUR

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

4. ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

Duration: 3 hrs

Max. Mark: 30

S. No.	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	1	1	05
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	1	0	02
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	3x1=3	6x2=12	5x3=15	30 (14 questions)

SKILL ASSESSMENT (PRACTICAL)

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

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

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

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

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

5. UNIT CONTENTS

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
	Total	110

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	05
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.	10
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	10
Total			25

Unit 2: Self-management Skills - III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Total Duration (25 Hrs)
1. Demonstrate impressive appearance and grooming	<ol style="list-style-type: none"> Describe the importance of dressing appropriately, looking decent and positive body language Describe the term grooming Prepare a personal grooming checklist Describe the techniques of self- exploration 	<ol style="list-style-type: none"> Demonstration of impressive appearance and groomed personality Demonstration of the ability to self- explore 	10
2. Demonstrate team work skills	<ol style="list-style-type: none"> Describe the important factors that influence in team building Describe factors influencing team work 	<ol style="list-style-type: none"> Group discussion on qualities of a good team Group discussion on strategies that are adopted for team building and team work 	10
3. Apply time management strategies and techniques	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> Game on time management Checklist preparation To-do-list preparation 	05
Total			25

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

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

Unit 4: Entrepreneurial Skills – III

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

Unit 5: Green Skills – III			
Learning Outcome	Theory (07 hrs)	Practical (08 hrs)	Total Duration (15 Hrs)
1. Describe the importance of the main sector of the 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 the green economy 2. Writing a two-page essay on important initiatives taken in India for promoting green economy	08
2. Describe the major green Sectors/Areas and the role of various stakeholders in the 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	07
Total			15

Part B: Vocational Skills

Sl. No.	Units	Duration (Hrs)
1.	Unit 1: Essentials of Marketing	30
2.	Unit 1: Follow Legal Policies and Procedures to Run Business	30
3.	Unit 2: Financial Management and Budgeting	35
4.	Unit 3: Products and Services	35
5.	Unit 4: Market Analysis and Inventory Management	35
	Total	165

Unit 1: Essentials of Marketing			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Understand meaning and importance of marketing and marketing concepts.	1. Meaning of Marketing. 2. Definitions of Marketing. 3. Importance of Marketing. 4. Concepts of Marketing: production, Product, Selling, Marketing, Societal	1. Visit the marketing agency and identify what kind of marketing activities they perform. 2. Group discussion on importance of marketing.	08

Unit 1: Essentials of Marketing			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
2. Classify the functions of marketing.	<ol style="list-style-type: none"> 1. Functions of Exchange 2. Functions of physical distribution 3. Facilitating functions 	<ol style="list-style-type: none"> 1. Visit the business organization and list out the functions of marketing undertaken by it. 2. Prepare notes on problems and prospects in handling each and every function of marketing 	07
3. Demonstrate the exchange functions of marketing	<ol style="list-style-type: none"> 1. Order processing 2. Warehousing 3. Transport 4. Delivery schedule 5. Packaging 	<ol style="list-style-type: none"> 1. Visit the business organization and list out the exchange functions. 2. Demonstrate order processing function, warehousing function, transport function. 	08
4. Demonstrate the facilitative functions of marketing	<ol style="list-style-type: none"> 1. Financing 2. Risk Bearing 3. Standardization 4. Grading Marketing information 	<ol style="list-style-type: none"> 1. Visit the business organization and identify its facilitative functions of marketing. 2. Group discussion on importance of marketing information 	07
Total			30

Unit 2: Follow Legal Policies and Procedures to Run the Business			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Identify the local corporations/authorities for smooth functioning of the business process.	<ol style="list-style-type: none"> 1. Meaning of legal Policies and procedures that have a bearing on the business. <ul style="list-style-type: none"> • Local corporations/authorities that have a bearing on the particular business process. • Build and 	<ol style="list-style-type: none"> 1. Prepare a chart on the legal policies and procedures of the smooth functioning of the business process. 2. Role-play to learn building and maintaining the relationship. 	07

Unit 2: Follow Legal Policies and Procedures to Run the Business			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
	<p>maintain relationship with the key person to ensure smooth functioning of business.</p> <ul style="list-style-type: none"> • Permission and compliances as per legal requirements 	<p>3. Learn handle compliances as per legal requirements.</p>	
2. Understand Business legal requirements and business structure	<p>1. Business registration process and other legal formalities</p> <ul style="list-style-type: none"> • Legal options for the business structure • Legal and accounting expertise regarding business structure 	<p>1. Demonstrate registration of business process and other legal formalities.</p> <p>2. Prepare a chart on legal options for the business structure.</p> <p>3. Prepare a questionnaire on the legal accounting expertise regarding business structure and visit a retail store for information's.</p>	06
3. Describe rules and policies, Compliance, quality norms for selling of products and services.	<p>1. Policies and Procedures for smooth functioning of business.</p> <p>2. Rules and legislative policies.</p> <p>3. Conformance of rules and policies for the smooth functioning of the business.</p> <p>4. Concept of minimizing losses and maximizing gains</p>	<p>1. Group discussion on rules, policies and procedures for the smooth functioning of the business.</p> <p>2. Visit a retail store and collect information about minimizing losses and maximizing gains.</p>	06
4. Define Rights to products and services	<p>1. Meaning of rights to products and services</p> <p>2. Information on purchase</p> <p>3. Establish cost of procurement</p> <p>4. Brand ownership and protection rights</p>	<p>1. Demonstrate the activity of rights to products and services</p> <p>2. Visit a retail store and examine the brand ownership and protection rights.</p>	06
5. Demonstrate handling of goods, equipment, and hazardous	<p>1. Meaning of safety and handling of goods.</p> <p>2. Handling of goods, equipments involved</p>	<p>1. Visit a Mall and examine the handling of goods, equipments involved in the</p>	05

Unit 2: Follow Legal Policies and Procedures to Run the Business			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
material to improve safety conditions at the workplace.	in the business 3. Hazards and risk involved in the business.	business. 2. Prepare a chart on Hazards and risk involved in the business.	
Total			30
Unit 3: Financial Management and Budgeting			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
1. Identify and assess sources of funding and manage cash flow	1. Sources of funding <ul style="list-style-type: none"> Assess sources of funding Identify sources of funding 2. Cash flow management <ul style="list-style-type: none"> Plan, monitor and record the cash flow 3. Open and manage a bank account	1. Group activity to learn sources of funding. Prepare a chart on cash flow management. 2. Role play on open and manage the bank account	08
2. Control cost & budgeting	1. Control cost <ul style="list-style-type: none"> Assessment and interpretation of information on costs and resource allocation 2. Budgeting <ul style="list-style-type: none"> Prepare budget to help better planning and management of finances Control budget through monitoring of various financial elements such as income vis-a-vis expenditure, profit vis-a-vis loss etc. and correct deviations 	1. Visit a retail store to identify assessment and interpretation on cost and resource allocation. 2. Group activity on budgeting. 3. List out the monitoring of various financial elements.	09
3. Find out Profit and Loss	1. Financial Accounting <ul style="list-style-type: none"> Meaning of Financial 	1. Assume yourself as an accountant and	10

Accounts	<ul style="list-style-type: none"> • accounting • Understand elements of basic financial accounting. • Basic accounting tasks • Create and maintain reports <p>2. Sources of Profit and causes of losses</p>	<p>prepare a profit and loss account.</p> <p>2. Visit a retail outlet and survey about sources of profit and causes of losses.</p>	
4. Identify implementation of security procedures with respect to monetary transactions	<p>1. Fraudulent activities</p> <ul style="list-style-type: none"> • Various activities related to monetary transactions • Implement security procedures and check to prevent losses. 	<p>1. Visit a retail store and identify various fraudulent activities related to monetary transactions and implementation of security procedures.</p>	08
Total			35

Unit 4: Products and Services

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (15 Hrs)
1. Describe information related to products/services relevant to business	<p>1. Products/services involved in the business Market trend with respect to sales patterns Related products/services and possible opportunities</p> <ul style="list-style-type: none"> • up-selling • cross-selling, • Expansion of business etc. 	<p>1. Visit a retail outlet and observe products/services involved in the business and also list out the related products /services.</p> <p>2. Group activity on cross-selling and up-selling.</p>	08
2. Identify sourcing and Processing product and service data	<p>1. Concept of sourcing and processing product and service data relevant to business.</p> <p>2. Maintain accurate and current details of products and services in product databases</p>	<p>1. Visit a Mall and identify the sourcing and processing product and service data. And prepare a report on it.</p>	08
3. Describe competitor analysis	<p>1. Products/Services offered by the competition.</p> <p>2. Analyze competitive market</p> <p>3. Competitive strategies</p>	<p>1. Write down names of the products and their competitor's names and do competitors analysis.</p> <p>2. Discuss about</p>	09

Unit 4: Products and Services			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (15 Hrs)
		competitive market	
4. Demonstrate relevant equipment required for daily operations and identify new technologies to reduce risk	1. Equipments involved in business <ul style="list-style-type: none"> • Various equipment involved in business • Precautions and Maintenance required 2. Technologies that can improve efficiencies and reduce risks.	1. Visit a retail outlet and observe equipments involved in the business.	10
Total			35

Unit 5: Market analysis and Inventory Management			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
1. Identify customer need and plan product assortment/range to conduct market analysis.	1. Target audience profile/market 2. Buying patterns of customers to define assortments and modify them as per trends observed 3. Target selling 4. Products and services offered by competitors/other players in the locality.	1. Prepare a questionnaire and visit 2-3 retail outlets and identify market analysis and target selling conducted by them.	09
2. Find out marketing plans through promotions and campaigns to create awareness of generate customer	1. Promotions <ul style="list-style-type: none"> • Meaning of Promotions • Select the right medium of promotions • Organize resources depending upon the marketing medium 2. Plan budget requirements for the promotional program. 3. Effectiveness of the promotional programs	1. Visit a retail outlet and find out marketing plans and promotional campaigns conducted by them. 2. Select a product and demonstrate the promotional activities for it.	08
3. Demonstrate effective management of inventory and	1. Assess inventory/procuring capacity as per costs involved	1. Visit a retail outlet and learn effective drive management of inventory and sales.	08

Unit 5: Market analysis and Inventory Management			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
sales	2. Assess operational costs 3. Calculate projected break-even point 4. Steps to prevent inventory losses 5. Calculate profits and margins 6. Targets to achieve business gains	2. Prepare a chart on steps to prevent inventory losses.	
4. Explain Inventory management and maintaining stock level	1. Required inventory is on hand 2. Match logistics of delivery to inventory supply requirements 3. Monitor stock levels and 4. Maintain them at required levels 5. Coordinate stock take or cyclical count 6. Plan for contingencies	1. Visit a retail outlet and note down the following: <ul style="list-style-type: none"> • Inventory • How to maintain stock level • How to plan for the contingencies 	10
Total			35

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
	Total	110

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	1. Importance of active listening at workplace 2. Steps to active listening	1. Demonstration of the key aspects of becoming the active listeners 2. Preparing posters of steps for active listening	10
2. Demonstrate basic writing skills	1. Writing skills to the following: <ul style="list-style-type: none"> • 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	15
Total			25

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	1. Finding and listing motives (needs and desires); 2. Finding sources of motivation and inspiration (music, books, activities); expansive thoughts; living fully in the present moment; dreaming big	1. Group discussion on identifying needs and desire 2. Discussion on sources of motivation and inspiration	10
2. Describe the basic personality traits, types and disorders	1. Describe the meaning of personality 2. Describe how personality influences others 3. Describe basic personality	1. Demonstrate the knowledge of different personality types	

	traits 4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive		15
Total			25

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

	11. Printing a presentation document.	<ul style="list-style-type: none"> • Deleting a slide • Entering and edit text • Formatting text • Inserting clipart and images • Sliding layout • Saving a presentation • Printing a presentation document 	
Total			20

Unit 4: Entrepreneurial Skills – IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Total Duration (25 Hrs)
1. Identify the general and entrepreneurial behavioural competencies	<ol style="list-style-type: none"> 1. Barriers to becoming entrepreneur 2. Behavioural and entrepreneurial competencies – adaptability/decisiveness , initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity 	<ol style="list-style-type: none"> 1. Administering self- rating questionnaire and score responses on each of the competencies 2. Collect small story/ anecdote of prominent successful entrepreneurs 3. Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies 4. Preparation of competencies profile of students 	10
2. Demonstrate the knowledge of self- assessment of behavioural competencies	<ol style="list-style-type: none"> 1. 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 	<ol style="list-style-type: none"> 1. 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 	15
Total			25

Unit 5: Green Skills – IV			
Learning Outcome	Theory (05 hrs)	Practical (10 hrs)	Total Duration (15 Hrs)
1. Identify the role and importance of green jobs in different sectors	1. Role of green jobs in toxin-free homes, 2. Green organic gardening, public transport and energy conservation, 3. Green jobs in water conservation 4. Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes, 5. Green jobs in green tourism 6. Green jobs in building and construction 7. Green jobs in appropriate technology 8. Role of green jobs in Improving energy and raw materials use 9. Role of green jobs in limiting greenhouse gas emissions 10. Role of green jobs minimizing waste and pollution 11. Role of green jobs in protecting and restoring ecosystems 12. Role of green jobs in support adaptation to the effects of climate change	1. Listing of green jobs and preparation of posters on green job profiles 2. Prepare posters on green jobs.	15
Total			15

Part B–Vocational Skills

Sl. No.	Units	Duration (Hrs)
1.	Unit 1: Retail Sales Management	30
2.	Unit 2: Relationship with Vendors and Dealers	35
3.	Unit 3: Hygiene Factors and Measures to Avoid Work Hazards	35
4.	Unit 4: Customer Information System and Customer Retention	35
5.	Unit 5: Creativity and Innovation in the Business	30
	Total	165

Unit 1: Retail Sales Management			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
1. Organize the display of products at the retail store	<ol style="list-style-type: none"> 1. Products that are sold in the store and how they should be displayed 2. Regularly check the quality and shelf life of products 3. Prices of products 4. Clean and maintain display areas, including refrigerators and chillers 	<ol style="list-style-type: none"> 1. Visit a retail store and observe how to organize the display of products at the retail store. 2. Game activity on displaying products at the retail store. 	06
2. Establishing customer needs	<ol style="list-style-type: none"> 1. Observe the behaviour of customers in a retail environment & guide 2. Provide facilities to the customers 3. Measurement and calibration of the quantity and quality of product and supplies the customer wants 4. Provide logical, intelligent or creative suggestions 5. Preferences of different types of customers 6. Provide appropriate assistance, information or advise, at appropriate stages 	<ol style="list-style-type: none"> 1. Visit a retail outlet and observe the behaviour of customers in a retail environment & guide 2. Visit a retail store and observe how to Establishing customer needs of retail store 3. Survey to near your retail shop about how to provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions. 	10
3. Demonstrate the products features and operations	<ol style="list-style-type: none"> 1. Prepare and organize the demonstration into logical steps 2. Communication procedures 3. Contents and products knowledge for demonstration 4. Warranty and replacement procedures 	<ol style="list-style-type: none"> 1. Visit to the retail store and observe to present the demonstration on product features and operations. 	07
4. Improve customer's relationship through monitor and solve customer service	<ol style="list-style-type: none"> 1. Methods of communication 2. Customer relationship 3. Balance the needs of customer and organization 	<ol style="list-style-type: none"> 1. Games on communication skills. 2. Demonstrate customer relationship management 	07

Unit 1: Retail Sales Management			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
concerns.	4. Procedure to resolve problems.		
Total			30

Unit 2: Relationship with Vendors and Dealers			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
1. Build and manage networks with vendors and dealers	1. Communicate with vendors and dealers <ul style="list-style-type: none"> • Clearly in the required local language • Communicate clearly and coherently • Respond appropriately 	1. Role play to learn communication with vendors and dealers 2. Presentation on effective communication	08
2. Identify trust and confidence in vendors and partners	1. Collect information's from vendors and partners 2. Requirements from the specific vendors.	1. Visit a retail outlet and identify the ways of collecting information's from vendors and partners. 2. Prepare a chart on how to collect information's from vendors and partners.	09
3. Demonstrate the workable relationship with vendors and negotiate for the better deal	1. Relationship with vendors 2. Negotiation with vendors for better deal 3. Negotiating practice in retail business.	1. Demonstrate negotiation with vendors for the better deal. 2. Presentation on how to maintain relationship with vendors.	09
4. Understand cordial relationship with vendors.	1. Contracting with vendors 2. Minimization of possible risks and losses in vendor relationships 3. Best practices of cordial relationships with vendors.	1. Prepare a chart on best practices of cordial relationships with vendors. 2. Visit a retail outlet and find out the possible risks and losses in vendor relationships.	09
Total			35

Unit 3: Hygiene Factors and Measures to Avoid Work Hazards			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
1. Identify basic hygiene factors	<p>1. Implementation of basic hygiene factors</p> <ul style="list-style-type: none"> • Wash hands with clean water and soap • Wear clean and washed clothes every day • Presentable and well groomed to service customers • Use separate and clean handkerchief/cloth for wiping off perspiration or dust • Keep the cleaning aids dry and clean • Avoid sneezing or coughing around the area of work • Sweep the surrounding area to create a tidy atmosphere • Drain out or dry off any accumulation of stale water in the form of small pools, etc., which can be breeding ground for mosquitoes • Use government approved disposal stations or appropriately large waste bins to store and dispose-off collected waste • Advise customers to throw waste at designated bins or waste areas • Prevent development of clean areas into unauthorized waste dump yards over time, in coordination with co-vendors 	<p>1. Prepare a chart on basic hygiene factors.</p> <p>2. Demonstrate activity of providing services to customers.</p> <p>3. Demonstrate how to keep cleaning.</p> <p>4. Presentation on how to serve customers.</p>	09
2. Describe emergency related procedures and	<p>1. Ways and means to handle emergency situations like</p> <ul style="list-style-type: none"> • Fire 	<p>1. Visit a retail outlet and observe the ways and means to handle emergency situations.</p>	06

Unit 3: Hygiene Factors and Measures to Avoid Work Hazards			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
means to mitigate risks to people and property.	<ul style="list-style-type: none"> • Robbery • Riots etc. 2. Ways and means to mitigate risks to people and property during emergencies.		
3. Identify procedures to Dispose waste safely	1. Ways to dispose waste safely <ul style="list-style-type: none"> • Avoid locating the vending cart near heaps of dumped industrial or food waste with pests around • Ensure that all waste is collected and disposed-off safely at the end of the day at the nearest waste disposal station • Ensure that waste water is drained-off in closed drains or in a designated way • Ways to maintain cleanliness. • Not to litter and dump waste in an unauthorized area 	1. Visit a retail outlet and find out the ways to dispose water safely and prepare a report on it.	07
4. Identify precautionary measures to avoid work hazards	1. Work hazards <ul style="list-style-type: none"> • Meaning of work hazards • Various work hazards • Steps to eliminate or minimize hazards 2. Causes of accidents of the workplace 3. Measures to prevent accidents from taking place 4. Preventive measures to avoid risks of burns and other injury	1. Prepare a drawing on work hazard and submit to the teacher. 2. Write down the various steps to eliminate or minimize work hazards and organised a group activity.	06
5. Describe the procedure of standard safety	1. Meaning of standard safety 2. Check and review the storage areas frequently 3. Stack items in an organized way 4. Use safe lifting techniques to reduce risk of injuries from handling	1. Group activity on the Procedure of standard safety. 2. Visit a mall and observe the safety signs.	07

Unit 3: Hygiene Factors and Measures to Avoid Work Hazards			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
	procedures at the storage areas 5. Follow health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies 6. Display safety signs at places where necessary for people to be cautious 7. Safety standards and ensure no material damage		
Total			35

Unit 4: Customer Information System and Customer Retention			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
1. Identify target customers and enhancing customer satisfaction	1. Meaning of target customers and customer satisfaction 2. Assess target customer need and desire 3. Options to satisfy customer need and present options that are mutually beneficial in nature.	1. Demonstrate the activity of customer satisfaction. 2. Discuss about how to assess target customer need and desire.	08
2. Establish rapport with customers, provide information and maximise sales opportunities	1. Establish rapport with customers and express genuine interest to clarify customer requirements and enhance outcomes 2. Maximise sales opportunities by use of add-on and complementary sales techniques 3. Provide customer with detailed information about the product/service	1. Identify the steps of rapport building. 2. Discuss about how to increase sales. 3. Visit a retail outlet and identify how to provide customer with detailed information about products/services.	10
3. Build relationships with customers and provides the services timely	1. Build relationships with customers to generate referrals 2. Collect feedback to improvise to increase business returns and reach 3. Manage on time	1. Group activity for building relationship with customers to generate referrals. 2. Collect feedbackthe improvised to increase business returns and reach.	10

Unit 4: Customer Information System and Customer Retention			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
	delivery service fulfillment		
4. Demonstrate sales and understand customer problems	<ol style="list-style-type: none"> 1. Implement customer loyalty programs like vouchers, promotions 2. Plan and implement sales presentations 3. Customer complaints and problems and support difficult 4. Difficulty to give positive support to customers. 	<ol style="list-style-type: none"> 1. Role play on solving customer problems 2. Assume working as a retail manager prepare a promotional schemes. 	07
Total			35

Unit 5: Creativity and Innovations in the Business			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
1. Identify display creativity and innovation for sustenance and business growth	1. Create solutions and identify to face the uncertainties.	1. Visit a retail outlet and identify display creativity and innovation.	08
2. Expand business in other fields and motivate self to enhance and grow his/her business	<ol style="list-style-type: none"> 1. Expand business in other fields/line of business as desired 2. Innovate and improvise to pick up performance 	<ol style="list-style-type: none"> 1. Group discussion on how to expand business in other fields. 2. Presentation on how to motivate self to grow business. 3. Participate in discussions/workshops and engage with other successful vendors 	10
3. Drive self-development and grow his/her business	<ol style="list-style-type: none"> 1. Meaning of self-development 2. Importance of self-development 3. Drive self-development through available media 4. Gain certifications in related line of business. 	<ol style="list-style-type: none"> 1. Prepare a chart on self-development and present it in the classroom. 2. Prepare a report on certifications available in related line of business. 	08
4. Improving by Self-Development skills	<ol style="list-style-type: none"> 1. Meaning of self-development skills 2. Skills required for self-development 3. Build strong personality 	<ol style="list-style-type: none"> 1. Learn how to develop self. 2. Prepare a chart on self-development skills 	09
Total			35

6. ORGANISATION OF FIELD VISITS

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

Visit a 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

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. Dangers
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

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

Sl. No.	Qualification	Minimum Competencies	Age Limit
1.	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"> • Effective communication skills (oral and written) • Basic computing skills. • Technical competencies (e.g. in areas such as marketing, sales promotion, store maintenance, marketing and merchandising etc.) 	18-37 years 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 the *Samagra Shiksha Abhiyan* (SSA). 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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