

LEARNING OUTCOME-BASED CURRICULUM



Retail Associate cum Cashier Grade 11th & 12th

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PSS Central Institute of Vocational Education

(A constituent unit of NCERT, under Ministry of Education, Government of India)

Shyamla Hills, Bhopal-462002, M.P., India|www.psscive.ac.in

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Retail Associate cum Cashier
(QUALIFICATION PACK: Ref. Id.RAS/Q0108)

SECTOR: Retail

Grades 11 and 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

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

**LEARNING OUTCOME BASED
VOCATIONAL CURRICULUM**

Management

March, 2023

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FOREWORD

The Pandit Sundarlal 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 the 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 Samagra Shiksha Abhiyan (SSA). The main purpose of the learning outcome-based curricula is to bring about improvement in the teaching-learning process and working competencies 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 Sales Associate. The curriculum has been developed for the higher 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 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.

Prof. Dinesh Prasad Saklani

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 is 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 realizing 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 Samagra Shiksha Abhiyan (SSA) of MoE.

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.

Dr. Deepak Paliwal

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 Abhiyan (SSA) and the officials of the Ministry of Education (MoE), 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 SSA, MoE, SSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and Management Entrepreneurship and Professional Skill Council of India for their academic support and cooperation.

We are thankful to the course coordinators Dr. Pravin Narayan Mahamuni and experts for their untiring efforts and contributions in the development of this learning outcome-based curriculum.

We are grateful to Dr. Punnam Veeraiah, Head, Department of Business and commerce, PSSCIVE for his guidance in developing the curriculum. Further, we are thankful to Dr. Brezee Tripathi, Assistant Professor (contractual), Department of Business and commerce, PSSCIVE for immensely contributing and supporting in the development of the curriculum. We acknowledge the contribution of Mrs. Sunita Koli, Computer Operator and Ms. Neha Kushwaha, DTP Operator (Contractual), Dept. of Business and commerce, PSSCIVE in designing and typesetting of the curriculum matters in due time.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), PSSCIVE in development of the curriculum for the employability skills are acknowledged.

PSSCIVE Team

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1. Course Overview

COURSE TITLE: Retail Associate cum cashier

The **Retail Associate cum Cashier** course is designed to provide students with the foundational knowledge and practical skills required for careers in the retail sector. With the growing demand for skilled professionals in this industry, the course focuses on equipping students with competencies in customer service, visual merchandising, point-of-sale operations, teamwork, and adherence to safety standards. By integrating theoretical concepts with hands-on practice, students will learn to manage store displays, handle transactions, promote products, ensure store hygiene, and deliver exceptional customer experiences. The course also highlights professionalism, teamwork, and ethical behavior, preparing students for real-world challenges and fostering their employability in diverse retail roles. This structured and industry-aligned course is ideal for students seeking to build a career in the dynamic and fast-paced retail environment.

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

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system;
- Demonstrate the basic skills of using computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- Identify key principles of store displays and visual merchandising to attract customers effectively.
- Demonstrate the ability to dress, maintain, and dismantle visual merchandising displays safely and efficiently.
- Prepare products for sale and promotion by ensuring quality checks, accurate assembly, and proper display.
- Deliver accurate and effective customer service by providing information, resolving queries, and promoting customer loyalty.
- Apply safety and hygiene protocols to maintain a secure and clean retail environment.
- Operate point-of-sale (POS) systems to process cash and electronic transactions accurately and efficiently.
- Handle special transactions, including age-restricted sales, by adhering to legal and organizational guidelines.
- Manage customer returns and orders by following established procedures to ensure customer satisfaction.
- Implement security and operational safety measures to minimize risks and prevent loss in the retail environment.
- Collaborate with team members to enhance organizational effectiveness and foster a positive work environment.

COURSE REQUIREMENTS: The learner should have a basic knowledge of computers.

COURSE LEVEL: This is an intermediate-level course. On completion of this course, a student can take up a diploma or degree-level course. On completion of this course, a student can take up a course for a job role in the Office Management sector

COURSE DURATION: 600 hrs.

Grade 11: 300 hrs.

Grade 12: 300 hrs.

Total: **600 hrs.**

2. Scheme of Units

This course is a planned sequence of instructions consisting of units meant for developing the employability and vocational competence of students of classes 11 and 12 opting for the vocational subjects 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	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Store Display and Visual Merchandising Basics	40	30
	Unit 2: Dressing and Dismantling Visual Merchandising Displays	40	
	Unit 3: Preparing Products for Sale and Promotion	30	
	Unit 4: Providing Information and Customer Service	30	
	Unit 5: Health, Safety, and Store Hygiene	25	
	Total	165	30
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		

	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	GrandTotal	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	Max. Marks for Theory and Practical
	300	100
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	
Total	110	10
Vocational Skills		
Unit 1: Cash and Point of Sale (POS) Operations	35	30
Unit 2: Handling Age-Restricted and Special Transactions	35	
Unit 3: Managing Returns and Customer Orders	35	
Unit 4: Store Security and Operational Safety	30	
Unit 5: Retail Teamwork and Organizational Effectiveness	30	
Total	165	30
Practical Work		
Practical Examination	06	15
Written Test	01	10
Viva Voce	03	10
Total	10	35
Project Work/Field Visit		
Practical File/Student Portfolio	10	10
Viva Voce	05	05
Total	15	15
Grand 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: 40

	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)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
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	2	1	07
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	2	0	04
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	5x1=5	10x2=20	5x3=15	40 (20 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.

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

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

S.No.	Units	Duration (Hrs.)
1.	Unit 1: Communications skills-III	25
2.	Unit 2: Self-management Skills-III	25
3.	Unit 3: Information and Communication Technology Skills-III	20
4.	Unit 4: Entrepreneurial Skills-III	25
5.	Unit 5: Greens skills-III	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Demonstrate Knowledge of Effective Communication	
1.	<ul style="list-style-type: none"> Introduction to communication Importance of communication Elements of communication Perspectives in communication Effective communication 	<ul style="list-style-type: none"> Role-play on the communication process Group discussion on factors affecting perspectives in communication Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) Chart making on elements of communication
LO2	Demonstrate Verbal Communication	
2.	<ul style="list-style-type: none"> Verbal communication Public speaking 	<ul style="list-style-type: none"> Role-play of a phone conversation. Group exercise on delivering speech and practicing public speaking
LO3	Demonstrate Non-Verbal Communication	
3.	<ul style="list-style-type: none"> Importance of non-verbal communication Types of non-verbal 	<ul style="list-style-type: none"> Role-play on non-verbal communication Group exercise and discussion on

	<p>communication</p> <ul style="list-style-type: none"> • Visual communication 	<p>Do's and Don'ts to avoid body language mistakes</p> <ul style="list-style-type: none"> • Group activity on methods of communication
LO4	Use Correct Pronunciation	
4.	<ul style="list-style-type: none"> • Pronunciation basics • Speaking properly • Phonetics • Types of sounds 	<ul style="list-style-type: none"> • Group exercises on pronouncing words
LO5	Demonstrate the knowledge of Assertive Communication Style	
5.	<ul style="list-style-type: none"> • Important communication styles • Assertive communication • Advantages of assertive communication • Practicing assertive communication 	<ul style="list-style-type: none"> • Group discussion on communication styles • Group discussion on observing and sharing communication styles
LO6	Demonstrate the Knowledge of Saying No	
6.	<ul style="list-style-type: none"> • Steps for saying 'No' • Connecting words (Conjunctions) 	<ul style="list-style-type: none"> • Group discussion on how to respond • Group activity on saying 'No'
LO7	Identify and Use Parts of Speech in Writing	
7.	<ul style="list-style-type: none"> • Capitalization • Punctuation • Basic parts of speech • Supporting parts of speech 	<ul style="list-style-type: none"> • Group exercises on identifying parts of speech • Group exercises on constructing sentences • Group exercises on nouns
LO8	Write Sentences and Paragraphs	
8.	<ul style="list-style-type: none"> • Parts of a sentence • Types of objects • Types of sentences • Paragraph 	<ul style="list-style-type: none"> • Exercises on making sentences • Activity on active and passive voice • Assignment on writing different types of sentences
LO9	Communicate with People	

9.	<ul style="list-style-type: none"> Greetings Introducing self and others 	<ul style="list-style-type: none"> Role-play on formal and informal greetings Role-play on introducing someone Practice session and group discussion on greeting different people.
LO10	Introduce Self to Others and Write About Oneself	
10.	<ul style="list-style-type: none"> Talking about self Filling out a form to write about self 	<ul style="list-style-type: none"> Practicing self-introduction to write about self Filling up forms to write about self
LO11	Ask Questions	
11.	<ul style="list-style-type: none"> Types of questions Asking close-ended and open-ended questions 	<ul style="list-style-type: none"> Exercise on asking different types of questions Group activity on framing open and close-ended questions
LO12	Communicate Information About Family to Others	
12.	<ul style="list-style-type: none"> Words that show relations in the family 	<ul style="list-style-type: none"> Practice talking about family Role-play on talking about family members
LO13	Describe Habits and Routines	
13.	<ul style="list-style-type: none"> Concept of habits and routines 	<ul style="list-style-type: none"> Group discussion on habits and routines Group activity on describing routines
LO14	Ask or Give Directions to Others	
14.	<ul style="list-style-type: none"> Asking for directions to a place Giving directions for a place 	<ul style="list-style-type: none"> Role-play on asking and giving directions to a place Identifying symbols used for giving directions

UNIT 2: SELF-MANAGEMENT SKILLS – III

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
LO1	Identify and Analyse Own Strengths and Weaknesses	
1.	<ul style="list-style-type: none"> Knowing yourself Identifying strengths and weaknesses Difference between interests and abilities 	<ul style="list-style-type: none"> Activity on writing aim in life Preparing a worksheet on interests and abilities
LO2	Demonstrate Personal Grooming	

2.	<ul style="list-style-type: none"> Guidelines for dressing and grooming 	<ul style="list-style-type: none"> Role-play on dressing and grooming standards Self-reflection activity on dressing and grooming
LO3		
Maintain Personal Hygiene		
3.	<ul style="list-style-type: none"> Importance of personal hygiene Three steps to personal hygiene Essential steps of hand washing 	<ul style="list-style-type: none"> Role-play on personal hygiene Assignment on personal hygiene
LO4		
Demonstrate the Knowledge of Working in a Team and Participating in Group Activities		
4.	<ul style="list-style-type: none"> Describe the benefits of teamwork Working in a team 	<ul style="list-style-type: none"> Assignment on working in a team Self-reflection on teamwork
LO5		
Describe the Importance of Networking Skills		
5.	<ul style="list-style-type: none"> Benefits of networking skills Steps to build networking skills 	<ul style="list-style-type: none"> Group exercise on networking in action Assignment on networking skills
LO6		
Describe the Meaning and Importance of Self-Motivation		
6.	<ul style="list-style-type: none"> Self-motivation Types of motivation Qualities of Self-motivated people 	<ul style="list-style-type: none"> Activity on staying motivated Assignment on reasons hindering motivation
LO7		
Set SMART Goals		
7.	<ul style="list-style-type: none"> Meaning of goals and purpose of goal-setting Setting SMART (Specific, Measurable, Attainable, Realistic and Timebound) goals 	<ul style="list-style-type: none"> Assignment on setting SMART goals Activity in developing long-term and short-term goals using the SMART method
LO8		
Apply Time Management Strategies and Techniques		
8.	<ul style="list-style-type: none"> Time management Steps for effective time management 	<ul style="list-style-type: none"> Preparing a checklist of daily activities Preparing to-do-list

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III		
Duration: 20 hours		
	Theory (08 hrs)	Practical (12 hrs)
LO1	Create A Document on the Word Processor	
1.	<ul style="list-style-type: none"> Introduction to ICT Advantages of using (Information and Communication Technology) a word processor. Working with Libre Office Writer 	<ul style="list-style-type: none"> Group activity on demonstration and practice of the following: <ol style="list-style-type: none"> Creating a new document Typing text Saving the text Opening and saving files on Microsoft Word/Libre Office Writer.
LO2	Identify the basic interface of LibreOffice	
2.	<ul style="list-style-type: none"> Standard user interface of LibreOffice writer <ol style="list-style-type: none"> Status bar Menu bar Tool bar Making a text bold 	<ul style="list-style-type: none"> Group activity on using the basic user interface of LibreOffice writer Group activity on working with Microsoft Word
LO3	Save, Close, Open and Print Document	
3.	<ul style="list-style-type: none"> Saving a Word document Closing a Word document Opening an existing document Printing a Word document 	<ul style="list-style-type: none"> Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word
LO4	Format Text in a Word Document	
4.	<ul style="list-style-type: none"> Changing style and size of text Aligning text and Cutting, Copying, Pasting text Finding and replacing 	<ul style="list-style-type: none"> Group activity on formatting text in LibreOffice Writer Group activity on formatting text in Microsoft Word
LO5	Check Spelling and Grammar in a Word Document	
5.	<ul style="list-style-type: none"> Starting a spell checker Short-cut menu for spell checker Autocorrecting spellings 	<ul style="list-style-type: none"> Group activity on checking spellings and grammar using LibreOffice Writer

		<ul style="list-style-type: none"> Group activity on checking spelling and grammar using Microsoft Word
LO6	Insert Lists, Tables, Pictures, and Shapes in a Word Document	
6.	<ul style="list-style-type: none"> Insert bullet list Inserting the following in Word document <ol style="list-style-type: none"> Number list Tables Pictures Shapes 	<ul style="list-style-type: none"> Practical exercise of inserting lists and tables using LibreOffice Writer
LO7	Insert Header, Footer and Page Number in a Word Document	
7.	<ul style="list-style-type: none"> Inserting the following in a Word document <ol style="list-style-type: none"> Header Footer page number Page count 	<ul style="list-style-type: none"> Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word
LO8	Demonstrate the Use of Track Change Option in a Word Document	
8.	<ul style="list-style-type: none"> Tracking changes in LibreOffice Writer Manage option Comparing documents 	<ul style="list-style-type: none"> Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word

UNIT 4: ENTREPRENEURSHIP SKILLS – III

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
LO1	Differentiate Between Different Kinds of Businesses	
1.	<ul style="list-style-type: none"> Introduction to entrepreneurship Types of business activities – manufacturing, trading, and service 	<ul style="list-style-type: none"> Role-play on different kinds of businesses around us
LO2	Describe the Significance of Entrepreneurial Values	
2.	<ul style="list-style-type: none"> Values of an entrepreneur Case study on qualities of an 	<ul style="list-style-type: none"> Role-play on qualities of an entrepreneur

	entrepreneur	
LO3	Describe the Attitudinal Changes Required to Become an Entrepreneur	
3.	<ul style="list-style-type: none"> Difference between the attitude of an entrepreneur and an employee 	<ul style="list-style-type: none"> Interviewing employees and entrepreneurs
LO4	Describe the Importance of Thinking Like an Entrepreneur	
4.	<ul style="list-style-type: none"> Problems of entrepreneurs Problem-solving Thinking like an entrepreneur to solve problems 	<ul style="list-style-type: none"> Group activity on identifying and solving problems
LO5	Generate Business Ideas	
5.	<ul style="list-style-type: none"> The business cycle Principles of idea creation Generating a business idea Case studies 	<ul style="list-style-type: none"> Group activity to create business ideas
LO6	Describe Customer Needs and the Importance of Conducting a Customer Survey	
6.	<ul style="list-style-type: none"> Understanding customer needs Conducting a customer survey 	<ul style="list-style-type: none"> Group activity for conducting a customer survey
LO7	Create a Business Plan	
7.	<ul style="list-style-type: none"> Importance of business planning Preparing a business plan Principles to follow for growing a business Case studies 	<ul style="list-style-type: none"> Group activity on developing a business plan

UNIT 5: GREEN SKILLS – III

Duration: 15 hrs

	Theory (07 hrs)	Practical (08 hrs)
LO1	Describe the Importance of the Main Sectors of the Green Economy	
1.	<ul style="list-style-type: none"> Important sectors of green economy- <ol style="list-style-type: none"> Agriculture 	<ul style="list-style-type: none"> Group discussion on sectors of the green economy Preparing posters on various sectors

	<ul style="list-style-type: none"> ii. Energy resources iii. Construction iv. Fisheries v. Forestry vi. Tourism vii. Transport viii. Water Management ix. Waste management x. Manufacturing xi. Industry 	for promoting the green economy
LO2	Describe Policies for the Green Economy	
2.	<ul style="list-style-type: none"> • Policies for a green economy 	<ul style="list-style-type: none"> • Group discussion on initiatives for promoting the green economy • Writing an essay or a short note on the important initiatives for promoting a green economy.
LO3	Describe the Role of Various Stakeholders in the Green Economy	
3.	<ul style="list-style-type: none"> • Stakeholders in the green economy 	<ul style="list-style-type: none"> • Group discussion on the role of stakeholders in the green economy • Making solar bulbs.
LO4	Describe the Role of Government and Private Agencies in the Green Economy	
4.	<ul style="list-style-type: none"> • Role of the government in promoting a green economy • Role of private agencies in promoting green economy 	<ul style="list-style-type: none"> • Group discussion on the role of government and private agencies in promoting a green economy. • Preparing posters on green sectors.

Grade 11

Part B: Vocational Skills

S. No.	Units	Duration (Hrs.)
1.	Unit 1: Store Display and Visual Merchandising Basics	40
2.	Unit 2: Dressing and Dismantling Visual Merchandising Displays	40
3.	Unit 3: Preparing Products for Sale and Promotion	30
4.	Unit 4: Providing Information and Customer Service	30
5.	Unit 5: Health, Safety, and Store Hygiene	25
	Total	165

UNIT 1: STORE DISPLAY AND VISUAL MERCHANDISING BASICS		
Duration: 15 hrs		
	Theory (15 hrs)	Practical (25 hrs)
LO1	Identify the need for displays based on stock, space, and dates.	
1.	<ul style="list-style-type: none"> • Purpose, content, and style of visual merchandising displays • Importance of display in relation to stock, space, position, and timing • Style of displays equipment, materials, merchandise, and props needed for displays • Making Displays effective 	<ul style="list-style-type: none"> • Visit a store or mock setup to analyze display needs • Demonstrate through Role play on displaying • Group Discussion on effective display in store • Display the different styles of displays
LO2	Demonstrate visual merchandising Displays	
2.	<ul style="list-style-type: none"> • Meaning and Importance of Visual Displays in a Store • Types of visual merchandising • Display area size and reporting issues • Company procedures for clearing and cleaning the display area • Safe handling of materials and equipment 	<ul style="list-style-type: none"> • Role play on how to evaluate display areas and check their size • Measure a display area and report size-related concerns • Role play on a clearing and cleaning display area following company protocols. • List out the types of visual merchandising • Demonstrate the safe handling of materials and Equipment
LO3	Demonstration of Set up and dismantle displays safely and efficiently.	

3.	<ul style="list-style-type: none"> • Safe and timely setup • Dismantling of displays • Ensuring cleanliness, tidiness, and stock levels • Improving visual effects within design limits. 	<ul style="list-style-type: none"> • Set up a mock display within a time limit, following safety protocols. • Group discussion on design improvements for an existing display. • Demonstrate the steps involve in the dismantle displays safely and effectively
LO4 Exhibit label products accurately and ensure legal compliance.		
4.	<ul style="list-style-type: none"> • Labeling and its importance in retailing • Labeling stock: legal requirements, accuracy, and placement • Managing stock records and delivery arrangements 	<ul style="list-style-type: none"> • Practice labeling stock and ensuring visibility and accuracy. • Role-play updating stock records and managing delayed deliveries. • Power point presentation on importance of Labeling

UNIT 2: DRESSING AND DISMANTLING VISUAL MERCHANDISING DISPLAYS		
Duration: 15 hrs		
	Theory (15 hrs)	Practical (25hrs)
LO1 Describe dress visual merchandising displays.		
1.	<ul style="list-style-type: none"> • Purpose of dressing in store • Effect of Dressing Types of display • Focal Points of Display • Purpose and styles of display • Creating Eye-Catching Focal Points 	<ul style="list-style-type: none"> • Group discussion on identify the key focal points and customer targets. • Role play /practice purpose and style of display • Spell out the types of dressings
LO2 Describe use the design brief to identify focal points for visual displays.		
2.	<ul style="list-style-type: none"> • Meaning Design Briefs • Importance of Design Briefs 	<ul style="list-style-type: none"> • Role play a design brief for a specific product.
LO3 Demonstrate appropriate shapes, colors, and groupings for the display.		
3.	<ul style="list-style-type: none"> • Selecting Appropriate Shapes and Forms for Visual Impact • Choosing Colors to Influence Customer Perception • Grouping and Arranging Products • Aligning Displays with Company Visual Policies 	<ul style="list-style-type: none"> • Group discussion on elements influence the display design • Design a display using a combination of different shapes and forms to enhance visual interest. • Arrange products into different groupings (by size, color, theme) and evaluate how each arrangement

		affects the visual flow and customer engagement
		<ul style="list-style-type: none"> • Role play on aligning Displays
LO4	Assess the impact of visual displays.	
4.	<ul style="list-style-type: none"> • Positioning Merchandise to Promote Sales • Positioning Graphics and Signs • Importance of lighting in visual displays • Compliance with Legal, Health, and Safety Requirements • Evaluating Display Effectiveness 	<ul style="list-style-type: none"> • Set up a display that highlights key products in a mock store layout, focusing on positioning to enhance sales. • Design and implement a lighting plan for a mock display to highlight key products. • Group Discussion on Legal Health and safety requirements. • Perform a safety check on a mock display, ensuring all legal and safety standards are met.
LO5	Demonstrate appropriate adjustments to visual displays.	
5.	<ul style="list-style-type: none"> • Visual effect of displays • Adjustments of displays within authority limits • Identifying and reducing safety and security risks in displays • Feedback to improve displays 	<ul style="list-style-type: none"> • Evaluate through a mock display's visual effect and suggest adjustments. • Conduct a risk assessment for a visual display and implement security measures • Group Discussion on Improving Displays.
LO6	Demonstrate to dismantle and store visual merchandising displays	
6.	<ul style="list-style-type: none"> • Safe dismantling procedures for visual displays • Steps on proper storage of display parts and materials from damage during dismantling • Identifying and reporting damaged or missing items • Dispose of unwanted materials safely and keep accurate records • Importance of clean display sites 	<ul style="list-style-type: none"> • Role play on safe Dismantling • Measure and calculate the storage requirements for dismantled display parts and arrange them in a designated space efficiently • List out damaged /missed items • Demonstrate the procedure of disposing unwanted material. • Perform a cleaning exercise where different display parts and areas are cleaned using the appropriate methods and materials.

UNIT 3: PREPARING PRODUCTS FOR SALE AND PROMOTION		
Duration: 15 hrs		
	Theory (12hrs)	Practical (18hrs)
LO1	Check product packaging thoroughly for any signs of damage.	
1.	<ul style="list-style-type: none"> • Verifying Product Contents. • Identifying and safely disposing of unwanted packaging • Inspecting Product Packaging for Damage • Removing Unwanted Packaging 	<ul style="list-style-type: none"> • Inspect and discuss a range of product packages, comparing contents to packing lists or manuals. • Practice removing packaging and segregating waste for recycling or disposal. • Report any missing or damaged parts.
LO2	Display assemble products safely following instructions and safe work practices.	
2.	<ul style="list-style-type: none"> • Safe Product Assembly • Tools and methods for assembling products. • Following manufacturer's instructions and safe work practices • Quality and Safety Checks for Assembled Products • Importance of correct and safe product assembling 	<ul style="list-style-type: none"> • Assemble a simple product following manufacturer instructions. • Conduct a quality and safety check for the assembled product to ensure it is usable. • Group Discussion on the importance of correct and safe product assembling.
LO3	Describe display products by conducting regular checks and following procedures for handling damaged items.	
3.	<ul style="list-style-type: none"> • Concept of display product maintenance • Importance of regular checking of products on display • Procedures for handling damaged products 	<ul style="list-style-type: none"> • Inspect products on display in a mock store environment. • Identify and remove damaged products from the display following store protocols.
LO4	Describe customer loyalty schemes and assist customers in joining.	
4.	<ul style="list-style-type: none"> • Meaning, Types, Benefits and Opportunities of Loyalty Schemes to Customers • Signing Customers for Loyalty Schemes: Handling customer queries and filling out membership applications 	<ul style="list-style-type: none"> • Role play on assisting a customer in filling out a membership form and verify their details. • Group Discussion on benefits and opportunities of loyalty schemes

UNIT 4: PROVIDING INFORMATION AND CUSTOMER SERVICE		
Duration: 15 hrs		
	Theory (12 hrs)	Practical (18 hrs)
LO1	Identify and assess customer needs.	
1.	<ul style="list-style-type: none"> Importance of acknowledging customer requests Identifying Customer Needs Importance of providing accurate Information and Advice 	<ul style="list-style-type: none"> Role-play greeting customers and acknowledging their requests. Conduct a mock needs assessment with customers. Group Discussion on the importance of providing correct information to the customers.
LO2	Demonstrate the ability to refer customer requests.	
2.	<ul style="list-style-type: none"> Process of Handling Unsatisfactory Information Finding Alternative Solutions: Techniques to find other ways to help the customer Referring Customer Requests 	<ul style="list-style-type: none"> Role-play situations where the information provided is incomplete or incorrect. Practice referring customers to the right person. PPT on referring customers' requests
LO3	Identify the nature of complaints and demonstrate the process of acknowledging, apologizing for, and referring.	
3.	<ul style="list-style-type: none"> How to ask the right questions to understand customer needs. Checking stock levels and terms of supply Providing customers with clear information about availability and terms Informing customers of progress and potential delays 	<ul style="list-style-type: none"> Conduct a mock conversation with a customer to gather their needs and check product availability. Role play on providing customers with clear information of terms. Simulate updating a customer on order progress or delays.
LO4	Exhibit professional appearance and behavior.	
4.	<ul style="list-style-type: none"> Importance of professional appearance and behaviour Greeting customers respectfully and professionally Dealing with different customer behaviors Benefits of providing complete and clear information 	<ul style="list-style-type: none"> Role-play scenarios on greeting and communicating with customers Practice explaining situations where customer needs cannot be met. Group discussion on dealing with different customers behavior and providing complete information

	<ul style="list-style-type: none"> Handling customer (Explaining situations where customer needs cannot be met) 	

UNIT 5: HEALTH, SAFETY, AND STORE HYGIENE		
Duration: 15 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Identify various types of accidents and emergencies in a retail environment.	
1.	<ul style="list-style-type: none"> Meaning of Accidents and Emergencies Types of accidents Recognizing emergencies (fire, medical emergencies, etc.) Importance of reporting accidents Reporting Procedures: Procedures for alerting senior staff and emergency services Responsibilities during emergencies. 	<ul style="list-style-type: none"> Mock drills on different emergencies. Identifying potential hazards in the store environment through a guided. Group discussion on procedure of reporting and understanding the responsibilities during emergencies. List out the types of accidents Demonstrate the reporting procedures.
LO2	Describe how to seek help effectively during emergencies.	
2.	<ul style="list-style-type: none"> Seeking Help: How to seek help promptly and appropriately and following company policies for injury prevention Adhering to Company Policies for Injury Prevention Responsibilities during Emergencies Communication During Emergencies Emergency Equipment and Tools Incident Documentation and Reporting Real-Life Case Studies 	<ul style="list-style-type: none"> Practicing how to report an accident using communication tools (e.g., walkie-talkies, phones). Perform emergency drills focusing on calling for help.
LO3	Describe safe lifting and handling techniques.	
3.	<ul style="list-style-type: none"> Safe Practices for Lifting, Handling, and Safety Equipment Usage 	<ul style="list-style-type: none"> Demonstrate through role play on safe lifting techniques with weights.

	<ul style="list-style-type: none"> • Proper Lifting and Handling Techniques. • Ensuring Safe Routes for Moving Goods • Safety Equipment Usage: Importance of checking equipment before use • Personal protective equipment (PPE) and its correct usage • Emergency Preparedness with Safety Equipment 	<ul style="list-style-type: none"> • Conducting a checklist inspection of cleaning and safety equipment. • Role play practice on (Personal protective equipment) PPE usage.
LO4	Demonstrate cleaning procedures.	
4.	<ul style="list-style-type: none"> • Importance of Store Hygiene • Cleaning Equipment and Products • Cleaning procedures and materials • Steps to be taken for minimizing spillages • Significance of hygiene in retail • Safe waste disposal procedures • Proper storage of cleaning equipment 	<ul style="list-style-type: none"> • Role play on cleaning a designated area of the store following the established procedures. • Practicing waste disposal techniques and equipment storage after use. • Power point presentation on proper storage of cleaning materials and safe waste disposal.

CLASS12

Part A - Employability Skills

S. No.	Units	Duration (Hrs.)
1.	Unit1: Communication skills-IV	25
2.	Unit2: Self-management Skills-IV	25
3.	Unit3: Information and Communication Technology Skills-IV	20
4.	Unit4: Entrepreneurial Skills-IV	25
5.	Unit5: Greens kills-IV	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Demonstrate Active Listening Skills	
1.	<ul style="list-style-type: none"> • Active listening -listening skill and stages of active listening • Overcoming barriers to active listening 	<ul style="list-style-type: none"> • Group discussion on factors affecting active listening • Preparing posters of steps for active listening • Role-play on negative effects of not listening actively
LO2	Identify The Parts Of Speech	
2.	<ul style="list-style-type: none"> • Parts of speech – using capitals, punctuation, and basic parts of speech • Supporting parts of speech 	<ul style="list-style-type: none"> • Group practice on identifying parts of speech • Group practice on constructing sentences
LO3	Write Sentences	
3.	<ul style="list-style-type: none"> • Writing simple sentence • Writing complex sentences • Types of object • Types of sentences <ol style="list-style-type: none"> i. Active and Passive sentences ii. Statement/ iii. Declarative sentence iv. Question/ v. Interrogative sentence vi. Emotion/ vii. Reaction or Exclamatory sentence 	<ul style="list-style-type: none"> • Group work on writing sentences and paragraphs • Group work on practicing writing sentences in active or passive voice • Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)

	viii. Order or Imperative sentence ix. Paragraph writing	
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UNIT 2: SELF-MANAGEMENT SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Describe the Various Factors Influencing Motivation and Positive Attitude	
1.	<ul style="list-style-type: none"> • Motivation and positive attitude • Intrinsic and extrinsic motivation • Positive attitude – ways to maintain positive attitude • Stress and stress management - ways to manage stress 	<ul style="list-style-type: none"> • Role-play on avoiding stressful situations • Activity on listing negative situations and ways to turn them to positive
LO2	Demonstrate the Knowledge of becoming Oriented	
2.	<ul style="list-style-type: none"> • Becoming result-oriented • Goal setting – examples of result-oriented goals 	<ul style="list-style-type: none"> • Group activity on listing aim in life
LO3	Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders	
3.	<ul style="list-style-type: none"> • Steps towards self-awareness • Personality and basic personality traits • Common personality disorders- <ul style="list-style-type: none"> i. Suspicious ii. Emotional and impulsive iii. Anxious • Steps to overcome personality disorders 	<ul style="list-style-type: none"> • Group discussion on self-awareness

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV		
Duration: 20 hours		
	Theory (06 hrs)	Practical (14 hrs)
LO1	Identify the Components of a Spreadsheet Application	
1.	<ul style="list-style-type: none"> Getting started with a spreadsheet - types of a spreadsheet Steps to start LibreOffice Calc., Components of a worksheet. 	<ul style="list-style-type: none"> 1. Group activity on identifying components of spreadsheet in LibreOffice Calc.
LO2	Perform Basic Operations in a Spreadsheet	
2.	<ul style="list-style-type: none"> Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell Selecting multiple cells Saving the spreadsheet in various formats Closing the spreadsheet Opening the spreadsheet. Printing the spreadsheet. 	<ul style="list-style-type: none"> Group activity on working with data on LibreOffice Calc.
LO3	Demonstrate the Knowledge of Working with Data and Formatting Text	
3.	<ul style="list-style-type: none"> Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula Formatting cell and content Changing text style and font size Aligning text in a cell Highlighting text 	<ul style="list-style-type: none"> Group activity on formatting a spreadsheet in LibreOffice Calc Group activity on performing basic calculations in LibreOffice Calc.
LO4	Demonstrate the Knowledge of Using Advanced Features in Spreadsheet	
4.	<ul style="list-style-type: none"> Advanced features in Spreadsheet <ol style="list-style-type: none"> Sorting data Filtering data Protecting spreadsheet with 	<ul style="list-style-type: none"> Group activity on sorting data in LibreOffice Calc

	password	
LO5	Make Use of Software for Making Slides Presentations	
5.	<ul style="list-style-type: none"> Steps to start LibreOffice Impress Adding text to a slide presentation 	<ul style="list-style-type: none"> Group practice on working with LibreOffice Impress tools
LO6	Demonstrate the Knowledge of Opening, Closing and Slide Presentations	
6.	<ul style="list-style-type: none"> Printing a presentation 	<ul style="list-style-type: none"> Group activity on closing and saving a presentation in LibreOffice Impress
LO7	Demonstrate the Knowledge of working with Slides	
7.	<ul style="list-style-type: none"> Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text color 	<ul style="list-style-type: none"> Group practice on working with font styles in LibreOffice Impress
LO8	Demonstrate the Use of Advanced Features in a Presentation	
8.	<ul style="list-style-type: none"> Advanced features used in a presentation Inserting shapes in the presentation Inserting clipart and images in a presentation Changing slide layout 	<ul style="list-style-type: none"> Group activity on changing slide layout on LibreOffice Impress

UNIT 4: ENTREPRENEURSHIP SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Describe the Types and Qualities of Entrepreneurs	
1.	<ul style="list-style-type: none"> Entrepreneurship and entrepreneur Characteristics of entrepreneurship Entrepreneurship-art and science Qualities of a successful entrepreneur 	<ul style="list-style-type: none"> Group discussion on the topic “An entrepreneur is not born but created”. Conducting a classroom quiz on various aspects of entrepreneurship.

	<ul style="list-style-type: none"> Types of entrepreneurs Roles and functions of an entrepreneur What motivates an entrepreneur? Identifying opportunities and risk-taking Startups 	
LO2 Identify the Barriers to Entrepreneurship		
2.	<ul style="list-style-type: none"> Barriers to entrepreneurship <ul style="list-style-type: none"> i. Environmental barriers ii. Faulty business plan iii. Personal barriers 	<ul style="list-style-type: none"> Group discussion about "What we fear about entrepreneurship" Activity on taking an interview of an entrepreneur.
LO3 Identify the Attitude that Makes an Entrepreneur Successful		
3.	<ul style="list-style-type: none"> Entrepreneurial attitude 	-----
LO4 Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies		
4.	<ul style="list-style-type: none"> Entrepreneurial competencies <ul style="list-style-type: none"> i. Decisiveness ii. Initiative iii. Interpersonal skills- positive attitude, stress management iv. Perseverance v. Organizational skills- time management, goal setting, efficiency, managing quality 	<ul style="list-style-type: none"> Playing games, such as "Who am I". Group discussion on business ideas Group practice on "Best out of Waste" Group discussion on the topic of "Let's grow together" Group activity on listing stress and methods to deal with it Group activity on time management Activity on "My entrepreneurial attitude"

UNIT 5: GREEN SKILLS – IV

Duration: 15 hrs

	Theory (05 hrs)	Practical (10 hrs)
LO1 Identify the Benefits of the Green Jobs		
1.	<ul style="list-style-type: none"> Green jobs Benefits of green jobs Green jobs in different sectors: <ul style="list-style-type: none"> i. Agriculture ii. Transportation 	<ul style="list-style-type: none"> Group discussion on the importance of green jobs.

	<ul style="list-style-type: none"> iii. Water conservation iv. Solar and wind energy v. Eco-tourism vi. Building and construction vii. Solid waste management viii. Appropriate technology 	
LO2 State the Importance of Green Jobs		
2.	<ul style="list-style-type: none"> • Importance of green jobs in the following <ul style="list-style-type: none"> i. Limiting greenhouse gas emissions ii. Minimizing waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change 	<ul style="list-style-type: none"> • Preparing posters on green jobs. • Group activity on tree plantation.

CLASS 12

Part B–Vocational Skills

S. No.	Units	Duration (Hrs.)
1.	Unit 1: Cash and Point of Sale (POS) Operations	35
2.	Unit 2: Handling Age-Restricted and Special Transactions	35
3.	Unit 3: Managing Returns and Customer Orders	35
4.	Unit 4: Store Security and Operational Safety	30
5.	Unit 5: Retail Teamwork and Organizational Effectiveness	30
	Total	165

UNIT 1: CASH AND POINT OF SALE (POS) OPERATIONS		
Duration: 15 hrs		
	Theory (15 hrs)	Practical (20hrs)
LO1	Describe how to set up cash points and resolve common issues.	
1.	<ul style="list-style-type: none"> • Overview of cash point setup procedures • Cash point setup, resolving common issues, adherence to company guidelines • Problems that arise during cash point operations and solutions • Company guidelines for operating cash points 	<ul style="list-style-type: none"> • Role-play resolving cash point issues and setting up a cash point • Group Discussion on Problems during cash point operations and solutions • Power point presentation on guidelines for operating cash points.
LO2	Demonstrate how to handle cash and other payment modes.	
2.	<ul style="list-style-type: none"> • Modes of payment accepted in-store • Steps to efficiently handle cash, refunds, cheques, and credit card payments • Importance of security in cash handling • Payment modes, handling of cash/refunds 	<ul style="list-style-type: none"> • Role play on authorizing refunds and processing payments (cash, credit, etc.) • Perform a cash point security check • Power point presentation on refunds, cash handling, and security checks • List out the different payment modes
LO3	Develop the ability to accurately calculate customer purchase prices.	
3.	<ul style="list-style-type: none"> • Identifying and checking prices • Working out payments accurately 	<ul style="list-style-type: none"> • Group Discussion on pricing transactions and resolving pricing issues • Use POS to process discounts and offers.

	<ul style="list-style-type: none"> Calculating customer purchases, handling discounts/offers Handling discounts, offers, and pricing problems 	<ul style="list-style-type: none"> Role play on POS operations for discounts
LO4	Demonstrate proficiency in processing customer payments and reconciling accounts.	
4.	<ul style="list-style-type: none"> Process for checking customer accounts Company procedures for handling credit and missed payments Steps for reconciling customer accounts and resolving discrepancies 	<ul style="list-style-type: none"> Practice reconciling customer accounts and processing payments Role-play handling overdue payments and reporting discrepancies Prepare a chart on handling credit and missed payments.

UNIT 2: HANDLING AGE-RESTRICTED AND SPECIAL TRANSACTIONS

Duration: 15 hrs

	Theory (15 hrs)	Practical (20 hrs)
LO1	Demonstrate the process for checking customer age and verifying proof.	
1.	<ul style="list-style-type: none"> Legal requirements for selling age-restricted products Company policies regarding proof of age Types of proof of age accepted (ID, documents) Legal and company procedures for refusing sales Benefits of Proper Handling 	<ul style="list-style-type: none"> Role-play on scenarios where the learner asks for proof of age, verifies it, and processes the sale. Practice politely refusing a sale when the customer does not meet age restrictions Group discussion on the procedures for refusing sales
LO2	Demonstrate the correct process for checking payment types and amounts at the point of sale.	
2.	<ul style="list-style-type: none"> Modes of payment accepted (cash, credit, debit, etc.) Checking and processing payments Security procedures for handling payments and preventing fraud Importance of polite and professional customer service during transactions 	<ul style="list-style-type: none"> Power point presentation processing payments using different methods (cash, card) Practice recording payments securely and providing receipts Role-play assisting customers with payment issues

LO3	Describe various process payment methods.	
3.	<ul style="list-style-type: none"> • Part-Exchange Transactions • Guidelines for Valuing Part-Exchange Items • Company guidelines for valuing items in part exchange • Procedures for inspecting items, calculating repairs, and determining exchange value • Handling customer negotiations politely and explaining part exchange benefits • Recording and Processing Transactions • Ethical and Legal Considerations 	<ul style="list-style-type: none"> • Mock inspection of items for part exchange and calculation of value • Power point presentation on procedures for inspecting items • Role play on customer negotiations
LO4	Apply company procedures to identify fraudulent payments and implement secure practices.	
4.	<ul style="list-style-type: none"> • Meaning of Counterfeit (forged) Payment • Identifying counterfeit payments • Security measures for handling cash and preventing theft • Procedures for managing non-cash transactions like cheques and credit cards • Reporting suspected fraud to supervisors 	<ul style="list-style-type: none"> • Power point presentation on how to identify counterfeit currency and fraudulent documents • Role-play role on securing cash storage and non-cash transaction authorization following company policies • Demonstrate how to report the suspected frauds.

UNIT 3: MANAGING RETURNS AND CUSTOMER ORDERS		
Duration: 15 hrs		
	Theory (15 hrs)	Practical (20 hrs)
LO1	Demonstrate the ability to assist customers with returns, replacements and refunds.	
1	<ul style="list-style-type: none"> • Common reasons for returns • Legal rights of customers regarding replacements and refunds • Company policies for returns and refunds 	<ul style="list-style-type: none"> • Role-play on interacting with a customer returning goods to identify the reason for the return, and explaining the return policy • Practice preparing replacement goods following company procedures

	<ul style="list-style-type: none"> Procedures for offering replacements and calculating charges Common reasons for returns, legal rights, refund/replacement procedures 	<ul style="list-style-type: none"> Group Discussion on the common reasons for returns
LO2	Demonstrate the steps for accurately processing returned goods and updating stock.	
2	<ul style="list-style-type: none"> Checking and recording returned goods Procedures for updating the stock control system Labeling goods for return to suppliers Separating unsalable (e.g. dead /expired stock) goods from sales stock 	<ul style="list-style-type: none"> Simulate checking the condition of returned goods, updating stock systems, and labeling goods for return. Practice sorting returned goods for resale or disposal
LO3	Describe the process for checking product availability and communicating with customers.	
3	<ul style="list-style-type: none"> Understanding customer needs Checking stock levels and terms of supply Providing information about availability and terms Information of progress and potential delays 	<ul style="list-style-type: none"> Conduct a mock conversation with a customer to gather their needs and check product availability Group discussion on updating a customer on order progress or delays Demonstrate checking stock levels and terms of supply.
LO4	Describe the process of customer orders and secure information handling.	
4	<ul style="list-style-type: none"> Company procedures for order fulfilment and invoicing Legal requirements for checking customer identity and credit status Secure handling of customer details Procedures for offering to order out-of-stock goods 	<ul style="list-style-type: none"> Role-play on completing a customer order. Practice storing customer information. Demonstrate handling of customer details Display the procedures to order out of stock goods.

UNIT 4: STORE SECURITY AND OPERATIONAL SAFETY		
Duration: 15 hrs		
	Theory (12 hrs)	Practical (18 hrs)
LO1	Identify common security risks in the store environment.	

1.	<ul style="list-style-type: none"> Types of security risks: shoplifting, theft by staff, aggressive customers, vandalism, terrorist activity Procedures for reporting security risks Steps to identify and staying alert for security risks Consequences of not maintaining store security Enhancing Store Security 	<ul style="list-style-type: none"> Role-play on store walk-through to identify potential security risks Power point presentation on reporting a security risk to a supervisor following company procedures GD on the consequences of not maintaining the store security
LO2 Apply company procedures to prevent security risks and respond.		
2.	<ul style="list-style-type: none"> Procedures for reporting security risks Preventing Security Risks Methods of preventing security risks 	<ul style="list-style-type: none"> Prepare mock scenarios on security incident reporting Role-play on communication with supervisors about identified security risks
LO3 Demonstrate the use of store security and loss prevention devices.		
3.	<ul style="list-style-type: none"> Understanding loss prevention Types of security devices and its uses Procedures for activating and deactivating loss prevention and security systems 	<ul style="list-style-type: none"> Power point presentation on the correct use of security alarms and loss prevention devices in a store Group discussion on activating and deactivating security devices during store opening and closing routines
LO4 Recognize signs of stolen goods and report theft.		
4.	<ul style="list-style-type: none"> Identifying Signs of Potential Stock Theft Legal and company policies for handling suspected theft Preventing security risks while on duty 	<ul style="list-style-type: none"> Role-play on situations involving suspected theft and practice appropriate reporting Conduct a walkthrough of the store, identifying areas vulnerable to theft and suggesting improvements Display the way of preventing security risks in duty.

UNIT 5: RETAIL TEAMWORK AND ORGANIZATIONAL EFFECTIVENESS		
Duration: 15 hrs		
	Theory (12 hrs)	Practical (18 hrs)
LO1	Demonstrate courteous and helpful behavior in a retail setting.	
1.	<ul style="list-style-type: none"> Importance of teamwork in retail environments Policies for courteous behavior Techniques to enhance team support 	<ul style="list-style-type: none"> Role-play on scenarios on helping colleagues and customers Group discussion on the importance of teamwork Demonstrate the techniques of to enhance team work
LO2	Apply the appropriate dress code and hygiene standards.	
2.	<ul style="list-style-type: none"> Dress code and presentation standards Importance of personal hygiene Impact of professional appearance on customer service 	<ul style="list-style-type: none"> Role play on inspection of personal hygiene and dress code Mock store setup, following dress code policies Discuss the impact of professional appearance on customer service
LO3	Prioritize and complete tasks within designated timeframes while applying workplace instructions.	
3.	<ul style="list-style-type: none"> Time management techniques How to interpret workplace information and instructions Understanding anti-discrimination policies 	<ul style="list-style-type: none"> Practice task prioritization exercises Group activities on interpreting instructions Case studies on handling discrimination or harassment at work
LO4	Display team collaboration support.	
4.	<ul style="list-style-type: none"> Sharing workload in teams Providing feedback Supporting team morale under difficult conditions 	<ul style="list-style-type: none"> Team-based exercises on sharing work and completing tasks Team-building activities Role-play on team assistance scenarios Group discussions on teamwork

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 loading dock or loading bay and observe the following: Location, Site, Office building, bin, Entry & Exit gate, Store, Gate, fencing, Bumpers, Dock leveller, Dock lift, Dock seals or dock shelters, Truck or vehicle restraint system, Dock light, Loading dock software, Side shift. During the visit, students should obtain the following information from the Owner /Supervisor / Manager of the loading dock.

1. Area under loading dock and its layout
2. Types of products entered in loading dock
3. Type of trucks
4. Various equipment's used at trucks
5. Documents used at the time of arrival and dispatch of goods
6. Sale procedure
7. Manpower engaged
8. Total expenditure of loading dock
9. Total annual income
10. Profit/Loss (Annual)
11. Any other information

7. LIST OF EQUIPMENT AND MATERIALS

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

A. Training Material inside Lab

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

B. Equipment's to be seen during Field Visit

1. Sample documents
 - Picklist, BOM,
 - Transportation/Truck Schedules,
 - Inventory record sheet
2. Sample SOP documents
 - MHE – Forklift,
 - Stackers,
 - reach trucks,

- HOPT, BOPT etc.
3. IT Systems
 - Barcode
 - scanners,
 - Wi-Fi systems
 4. Material Handling Equipment
 - HOPT,
 - BOPT,
 - Stacker,
 - ladder,
 - Forklift etc
 5. Pallets, Totes, Storage Bins
 6. Shrink wraps, Dunnage
 7. Storage racks
 8. Basic 5s charts
 - Sample Inventory tracking sheet,
 - Sample Inventory records,
 - Requisition forms,
 - Incident reports etc
 9. First Aid Kit
 10. Safety and security equipments on site
 - Fire extinguisher
 - Security cameras
 - LCD screens
 - Safety sign boards
 - Personal protective equipments (PPE) like gloves, helmets, ear plugs, jackets, harness, boiler suit etc.
 - Locking systems
 11. Housekeeping equipments on site
 - Vacuum cleaner
 - Mops
 - Cleaning chemicals
 - Cleaning Robots
 - Air purifiers
 - Filtering machines
 - Spill Absorbents
1. Waste disposal equipment's such as scrap bins, recyclers, waste processing machines etc
 2. Any other equipment mentioned in the student's manual can be sighted during the field visit

C. Teaching/Training Aids

1. Computer
2. LCD Projector
3. Projection Screen
4. White/Black Boards
5. Flip Charts

8. TEACHER'S/TRAINER'S QUALIFICATION

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.	P.G. Diploma in Marketing / Retail Management/M.B.A or M.Com in Marketing / Retail with at least 50% marks and 1 year experience. (Preference given to higher education)	<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.) 	22-40 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules.

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *Samagra Shiksha* (SS). 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 Grade X or Grade 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 student's/student support services.

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