LEARNING OUTCOME BASED VOCATIONALCURRICULUM

JOB ROLE: Retail Sales Executive

(QUALIFICATION PACK: Ref. Id.RAS/Q0109)

SECTOR: RETAIL

Grades 11and 12

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(a constituent unit of NCERT, under MoE, Government of India)
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Gandhiji's Talisman

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

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

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

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Organised Retail

May, 2025

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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 Education (MoE), 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 PSSSCIVE has initiated the work on developing learning outcome-based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational 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 Shiskha 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 Retailer Association Skill Council of India for their academic support and cooperation.

We are thankful to the course coordinators Dr. Puunnam Veeraiah 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. Breeze 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 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 Sales Executive

The **Retail Sales Executive** course is a comprehensive training program designed to equip learners with the essential knowledge, skills, and attitudes required to thrive in a modern retail environment. As the retail sector continues to evolve due to digital transformation, customer expectations, and the integration of technology, this course prepares individuals to meet these dynamic challenges with professionalism, efficiency, and customer-centric thinking.

Retail Sales Executives play a pivotal role in driving the success of retail businesses by serving as the direct link between the customer and the brand. They are responsible for promoting products, assisting customers in their purchasing decisions, maintaining stock displays, and ensuring a satisfying shopping experience. This course offers a practical and theoretical grounding in retail operations, product knowledge, sales techniques, customer service, and store security.

Objectives of the Course

The primary objectives of this course are to:

- Provide a solid understanding of the retail industry, its structures, trends, and opportunities.
- Equip learners with professional sales techniques to influence buying decisions.
- Enhance customer service skills to ensure excellent client engagement and satisfaction.
- Develop competencies in managing point-of-sale (POS) operations and handling financial transactions accurately.
- Foster the ability to manage merchandise displays and maintain visual merchandising standards.
- Inculcate essential soft skills such as communication, teamwork, time management, and ethical behavior.
- Enable learners to handle customer complaints, returns, and order processing efficiently.
- Promote awareness of health, safety, and security protocols in a retail setup.

Target Audience

This course is ideal for:

- School graduates seeking careers in the retail industry.
- Entry-level sales staffs who want to enhance their skills and move up the retail career ladder.
- Entrepreneurs or small shop owners looking to improve customer service and sales practices.
- Anyone interested in understanding retail operations and consumer behavior.

Learning Outcomes

Upon successful completion of the course, learners will be able to:

1. Apply effective oral and written communication skills to interact with people and customers;
2. Identify the principal components of a computer system;
3. Demonstrate the basic skills of using computer;
4. Demonstrate self-management skills;
5. Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
6. Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
7. Understand the structure and functions of the retail sector.
8. Identify and describe various retail formats and product categories.
9. Greet, assist, and handle customers in a courteous and professional manner.
10. Promote products and up-sell/cross-sell to maximize sales opportunities.
11. Use sales techniques to identify customer needs and close sales.
12. Manage product returns, exchanges, and complaints effectively.
13. Operate point-of-sale systems and handle cash, card, and digital transactions securely.
14. Monitor and maintain inventory levels and ensure shelf replenishment.
15. Execute basic visual merchandising principles to enhance product presentation.
16. Follow health, safety, hygiene, and store security procedures.

COURSE DURATION: 600 hrs.

Grade 11: 300 hrs.
Grade12: 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 Grade 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: Introduction to Retailing	33	30
	Unit 2: Process of Payment in Retail	33	
	Unit 3: Retail Sales Transactions	33	
	Unit 4: Process of Customer Orders	33	
	Unit 5: Help in Customers Choose the Right Products	33	
	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**
	Grand Total	**300**	**100**

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

CLASS 12		
Units	**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory and Practical 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: Point of Sales Procedure	33	30
Unit 2: Retail Sales Process	33	
Unit 3: Retail Customer Service and Concerns	33	
Unit 4: Specialist Support to Customers and Promote Continuous Improvement Services	33	
Unit 5: Maintain Health, Hygiene, Safety and Security Concerns	33	
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**

		No. of Questions			
	Typology of Question	**Very Short Answer (1 mark)**	**Short Answer (2 Marks)**	**Long Answer (3 Marks)**	**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, private 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 (20questions)**

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.	Unit1:Communications Skill-III	25
2.	Unit2:Self-management Skills-III	25
3.	Unit3:InformationandCommunicationTechnologySkills-III	20
4.	Unit4:Entrepreneurial Skills-III	25
5.	Unit5:Greens Skill-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.	• Introduction to communication • Importance of communication • Elements of communication • Perspectives in communication • Effective communication	• 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.	• Verbal communication • Public speaking	• Role-play of a phone conversation. • Group exercise on delivering speech and practicing public speaking
LO3	**Demonstrate Non-Verbal Communication**	
3.	• Importance of non-verbal communication • Types of non-verbal communication • Visual communication	• Role-play on non-verbal communication • Group exercise and discussion on Do's and Don'ts to avoid body language mistakes

		• Group activity on methods of communication
LO4	**Use Correct Pronunciation**	
4.	• Pronunciation basics • Speaking properly • Phonetics • Types of sounds	• Group exercises on pronouncing words
LO5	**Demonstrate the knowledge of Assertive Communication Style**	
5.	• Important communication styles • Assertive communication • Advantages of assertive communication • Practicing assertive communication	• Group discussion on communication styles • Group discussion on observing and sharing communication styles
LO6	**Demonstrate the Knowledge of Saying No**	
6.	• Steps for saying 'No' • Connecting words (Conjunctions)	• Group discussion on how to respond • Group activity on saying 'No'
LO7	**Identify and Use Parts of Speech in Writing**	
7.	• Capitalization • Punctuation • Basic parts of speech • Supporting parts of speech	• Group exercises on identifying parts of speech • Group exercises on constructing sentences • Group exercises on nouns
LO8	**Write Sentences and Paragraphs**	
8.	• Parts of a sentence • Types of objects • Types of sentences • Paragraph	• Exercises on making sentences • Activity on active and passive voice • Assignment on writing different types of sentences
LO9	**Communicate with People**	
9.	• Greetings • Introducing self and others	• 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.	• Talking about self • Filling out a form to write about self	• Practicing self-introduction to write about self • Filling up forms to write about self
LO11	**Ask Questions**	
11.	• Types of questions • Asking close-ended and open-ended questions	• Exercise on asking different types of questions • Group activity on framing open and close-ended questions
LO12	**Communicate Information About Family to Others**	
12.	• Words that show relations in the family	• Practice talking about family • Role-play on talking about family members
LO13	**Describe Habits and Routines**	
13.	• Concept of habits and routines	• Group discussion on habits and routines • Group activity on describing routines
LO14	**Ask or Give Directions to Others**	
14.	• Asking for directions to a place • Giving directions for a place	• 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.	• Knowing yourself • Identifying strengths and weaknesses • Difference between interests and abilities	• Activity on writing aim in life • Preparing a worksheet on interests and abilities
LO2	**Demonstrate Personal Grooming**	

2.	• Guidelines for dressing and grooming	• Role-play on dressing and grooming standards • Self-reflection activity on dressing and grooming
LO3	**Maintain Personal Hygiene**	
3.	• Importance of personal hygiene • Three steps to personal hygiene • Essential steps of hand washing	• Role-play on personal hygiene • Assignment on personal hygiene
LO4	**Demonstrate the Knowledge of Working in a Team and Participating in Group Activities**	
4.	• Describe the benefits of teamwork • Working in a team	• Assignment on working in a team • Self-reflection on teamwork
LO5	**Describe the Importance of Networking Skills**	
5.	• Benefits of networking skills • Steps to build networking skills	• Group exercise on networking in action • Assignment on networking skills
LO6	**Describe the Meaning and Importance of Self-Motivation**	
6.	• Self-motivation • Types of motivation • Qualities of Self-motivated people	• Activity on staying motivated • Assignment on reasons hindering motivation
LO7	**Set SMART Goals**	
7.	• Meaning of goals and purpose of goal-setting • Setting SMART (Specific, Measurable, Attainable, Realistic and Time bound) goals	• 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.	• Time management • Steps for effective time management	• 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.	• Introduction to ICT • Advantages of using (Information and Communication Technology) a word processor. • Working with Libre Office Writer	• Group activity on demonstration and practice of the following: i. Creating a new document ii. Typing text iii. Saving the text iv. Opening and saving files on Microsoft Word/Libre Office Writer.
LO2	**Identify the basic interface of Libre Office**	
2.	• Standard user interface of Libre Office writer i. Status bar ii. Menu bar iii. Tool bar iv. Making a text bold	• Group activity on using the basic user interface of Libre Office writer • Group activity on working with Microsoft Word
LO3	**Save, Close, Open and Print Document**	
3.	• Saving a Word document • Closing a Word document • Opening an existing document • Printing a Word document	• Group activity on performing the functions for saving, closing, and printing documents in Libre Office Writer • Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word
LO4	**Format Text in a Word Document**	
4.	• Changing style and size of text • Aligning text and • Cutting, Copying, Pasting text • Finding and replacing	• Group activity on formatting text in Libre Office Writer • Group activity on formatting text in Microsoft Word
LO5	**Check Spelling and Grammar in a Word Document**	
5.	• Starting a spell checker • Short-cut menu for spell checker • Autocorrecting spellings	• Group activity on checking spellings and grammar using Libre Office Writer • Group activity on checking spelling and grammar using Microsoft Word

LO6	**Insert Lists, Tables, Pictures, and Shapes in a Word Document**	
6.	• Insert bullet list • Inserting the following in Word document i. Number list ii. Tables iii. Pictures iv. Shapes	• Practical exercise of inserting lists and tables using Libre Office Writer
LO7	**Insert Header, Footer and Page Number in a Word Document**	
7.	• Inserting the following in a Word document i. Header ii. Footer iii. page number iv. Page count	• Practical exercises of inserting header, footer and page numbers in Libre Office Writer and Microsoft Word
LO8	**Demonstrate the Use of Track Change Option in a Word Document**	
8.	• Tracking changes in Libre Office Writer • Manage option • Comparing documents	• Group activity on performing changes in track mode in Libre Office 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.	• Introduction to entrepreneurship • Types of business activities – manufacturing, trading, and service	• Role-play on different kinds of businesses around us
LO2	**Describe the Significance of Entrepreneurial Values**	
2.	• Values of an entrepreneur • Case study on qualities of an entrepreneur	• Role-play on qualities of an entrepreneur
LO3	**Describe the Attitudinal Changes Required to Become an Entrepreneur**	

3.	• Difference between the attitude of an entrepreneur and an employee	• Interviewing employees and entrepreneurs
LO4	**Describe the Importance of Thinking Like an Entrepreneur**	
4.	• Problems of entrepreneurs • Problem-solving • Thinking like an entrepreneur to solve problems	• Group activity on identifying and solving problems
LO5	**Generate Business Ideas**	
5.	• The business cycle • Principles of idea creation • Generating a business idea • Case studies	• Group activity to create business ideas
LO6	**Describe Customer Needs and the Importance of Conducting a Customer Survey**	
6.	• Understanding customer needs • Conducting a customer survey	• Group activity for conducting a customer survey
LO7	**Create a Business Plan**	
7.	• Importance of business planning • Preparing a business plan • Principles to follow for growing a business • Case studies	• 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.	• Important sectors of green economy- i. Agriculture ii. Energy resources iii. Construction iv. Fisheries v. Forestry vi. Tourism	• Group discussion on sectors of the green economy • Preparing posters on various sectors for promoting the green economy

	vii. Transport viii. Water Management ix. Waste management x. Manufacturing xi. Industry	
LO2	**Describe Policies for the Green Economy**	
2.	• Policies for a green economy	• 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.	• Stakeholders in the green economy	• 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.	• Role of the government in promoting a green economy • Role of private agencies in promoting green economy	• 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: Introduction to Retailing	33
2.	Unit 2: Process of Payment in Retail	33
3.	Unit 3: Retail Sales Transactions	33
4.	Unit 4: Process of Customer Orders	33
5.	Unit 5: Help in Customers Choose the Right Products	33
	Total	**165**

UNIT 1: INTRODUCTION TO RETAILING		
Duration: 33 Hrs		
	Theory (15 Hrs)	**Practical (18 Hrs)**
LO1	**Outline the Current Scenario of the Retailing Sector**	
1.	• State the meaning of retail • Retail Industry in India • Illustrate different forms of retail marketing. • State the significance of marketing in Retail. • Discuss the roles and responsibilities of a Retail Sales Executive. • Identify the components involved in the retail supply chain	• List the factors that lead to the growth of the retail sector in India • Group discussion on the significance of marketing in Retail. • Retail Industry in India
LO2	**Identify the Different Forms of Retail Marketing**	
2.	• Store-Based Retailing: Supermarkets, department stores, convenience stores. • Non-Store Retailing: E-commerce (Amazon, Flipkart), TV home shopping, direct selling. • Omni channel Retailing: Integration of offline and online platforms (e.g., Click & Collect). • Franchise Retailing: Chain outlets operated by franchisees (e.g., Domino's, McDonald's). • Specialty Stores: Retailers focused on specific product categories like electronics or fashion.	• Presentation on different types of retailing • Group discussion of channel marketing • Prepare a chart on franchise retailing • Demonstrate the retailing procedure of store based retailing • Demonstrate the retailing procedure of non-store(online) retailing
LO3	**Describe the Roles and Skills Required for Retail Executive**	
3.	• Role of sales executive	• Field visit to retail store identify the role

	• Customer service and sales maximization skills • Point of sales skills • Product presentation skills	of sales executive in retail business • List out the skills for handling the retail business
LO4	**Demonstrate the Duties and Responsibilities of Retails Sales Executive**	
4.	• Greeting and assisting customers in product selection • Maintaining product displays and stock levels • Achieving sales targets and promotions • Providing product information and recommendations • Handling billing and payment processes • Managing customer feedback and resolving complaints • Keeping records of sales and inventory	• Practice Greeting and assisting customers in product selection • Presentation on Maintaining product displays and stock levels • Role play on Handling billing and payment processes

UNIT 2: PROCESS OF PAYMENT IN RETAIL		
Duration: 33 Hrs		
	Theory (15 Hrs)	**Practical (18 Hrs)**
LO1	**Find Out the Procedures for Processing Various Payment Types**	
1.	• Understand the procedures for processing various payment types. • Introduction to Payment Processing in Retail • Importance of accurate payment handling • Role of a sales executive in payment procedures • Types of Payment Methods • Cash payments • Credit and debit card payments • Mobile and digital wallets (e.g., UPI, Paytm, Google Pay) • Gift cards, vouchers, and coupons • Buy Now Pay Later (BNPL) services • Loyalty/reward point redemption • Point-of-Sale (POS) Systems • Components and functions of POS	• Identify and Classify Payment Methods • Display real or dummy examples of different payment methods (cash, cards, digital wallets, gift vouchers). • Ask learners to sort and describe them based on their usage and benefits. • POS System Demonstration • Instructor-led demonstration on how to operate a Point-of-Sale terminal. • Learners observe how products are scanned, discounts applied, and receipts printed. • Payment Process Role Play • Simulate a real-life checkout scenario where students act as cashier and customer. • Practice handling various modes of payment (simulate cards, UPI, and

	terminals • Scanning products and entering payment details • Generating and printing receipts • Authorization and Verification Procedures • Validating cards and digital payments • Verifying customer identity for large transactions • Handling declined transactions and payment failures • Refund and Exchange Payment Procedures • Issuing refunds to original mode of payment • Credit note and exchange process • General Best Practices for Retailers	vouchers). • Role play on Handling Payment Failures • Practice scenarios like "card declined," "network issue during UPI," or "invalid gift voucher." • Learners practice resolving the issue professionally. • Group Discussion on Fraud Prevention Techniques • Use sample counterfeit notes/cards and ask learners to identify and report them. • Practice verifying customer ID for large transactions. • Prepare Worksheet on Transaction Documentation • Learners fill out sample payment logs and daily reconciliation sheets.
LO2	**Describe the Retail Payment management**	
2.	• **Refund Payment Procedures** • • Compare between traditional and modern payment process. • Discuss ways to resolve customer concerns related to the pricing of products. • Define and Identify age-restricted products • Describe the process of selling age restricted products and company policies and procedures • List the standard policies and procedures proof of age .	• Group discussion on identifying modes of payment. • Demonstrate the steps of processing returned goods. • Dramatize a scenario on return, replacement, and refund by adhering to company policies.
LO3	**Process Customer Payments Accurately and Securely**	
3.	• **Payment Processing Workflow** i. Greeting and guiding the customer to billing ii. Scanning items and checking prices iii. Confirming payment method and amount	• Create a practice environment with a mock POS system, barcode scanner, dummy products, and payment methods. • Conduct an activity where learners scan items, apply discounts, and calculate total manually and with POS. • Practice accepting cash, counting

	iv. Completing the transaction • **Accuracy in Billing and Invoicing** i. Checking item quantity, offers, and discounts ii. Avoiding double entries or errors • **Secure Handling of Cash and Card Transactions** i. Counting and returning change correctly ii. Swiping/inserting/tapping cards securely iii. Using OTPs or PINs correctly • **Using POS Software Effectively** i. Accessing sales screens and transaction menus ii. Applying discounts and loyalty points iii. Steps in processing cash, card, UPI, and wallet payments iv. Ensuring transaction accuracy v. Preventing errors and common billing mistakes	change correctly, and issuing receipts. • Simulate payment through QR scanning and OTP verification (using apps with trainer's supervision or mock setup). • Learners handle a transaction with part cash and part card/wallet. • Students practice refunding payments via different modes as per mock return policies. • Count the day's collection, record the total, and match it with POS system data. • Practice politely informing customers of payment delays, declined transactions, or errors.
LO4	**Recordkeeping and Documentation of Retail Payments**	
4.	• Billing Records • Record keeping Procedure • Importance of Recordkeeping and Documentation • logging transactions and keeping payment records • Methods of Logging and Recordkeeping • Processing Applications • Filling Procedure	• Practice Billing Procedures • Identify the steps involved in Record Keeping after Payments • Role Play on Maintaining Filing Procedure

UNIT 3: RETAIL SALES TRANSACTIONS		
Duration: 33 Hrs		
	Theory (15 Hrs)	**Practical (18 Hrs)**
LO1	**Processing of Part Exchange Sales Transactions**	
1.	• Definition and Concept of Part-Exchange Transactions	• Make a power point presentation on part exchange transactions

	• Meaning of part-exchange in retail • How it differs from standard transactions • Common examples (e.g., mobile phones, electronics, appliances) • Benefits of Part-Exchange for the Customer and Retailer i. Eligibility and Conditions for Part-Exchange ii. Assessment of Returned Items iii. Avoiding Hassles of Selling Privately	• Group Discussion on Part-Exchange for the Customer and Retailer • Role play on assessment of Returned Items
LO2	**Processing of Cash and Credit Sales Transactions**	
2.	• Meaning of cash and credit sales • Company guidelines for setting customer credit limits. • Credit limits and report the findings. • Company guidelines to deal with customers who go over their credit limits. • Reporting mechanism in retail payments • Record and store the payments receipts. • Problems in Payments	• Check customer accounts accurately and at suitable intervals to check that payments are up to date. • Promptly investigate reasons for missed payments and accurately record the findings. • Check that payments from customers are valid and accurate. • Record clearly and accurately the reasons why payments are overdue. • Identify problems accurately and sort them out promptly. • Identify and sort out problems with customer accounts.
LO3	**Process the Credit Applications for Purchases**	
3.	• Meaning of credit sales • Features and need for credit sales, • Retail credit facility, • Terms and conditions used for sale of goods on credit basis • Meaning and need for credit check, • Legal and company procedures for carrying out credit checks, • Legal and company procedures for getting authorization for credit check • Meaning of credit requisition, • Steps involved in the credit requisition	• A Role Play to Learn the Process of Credit sales in Retail Business • A Field visit to learn terms and condition adopted by retailers for credit sales. • Field visit to learn features of Credit sales • A Role Play to Learn the Process of Credit sales in Retail Business • A Field visit to learn the practices adopted for making credit check • A field visit to learn Credit check and getting authorization in Retail Business • A Role Play to Learn the Processing of Credit requisition

	• Steps to follow before granting a customer credit • Meaning credit worthiness • How to check credit worthiness? • Techniques used for determining credit worthiness of the customers. • Perform Internal Risk Assessment	• A Field visit to learn the documents for processing credit requisition of customer • A field visit to learn processing credit requisitions • A Role Play to Learn Assessment of credit worthiness of customer • A Field visit to identify the assessment of credit worthiness of customers • A field visit to learn processing credit requisitions
LO4	**Reconcile the Retail Sales and Purchases**	
4.	• Definition and Meaning of Reconciliation • Purpose of Reconciliation • Types of Reconciliation in Retail • Key Data Sources for Reconciliation • Steps in the Reconciliation Process • Common Discrepancies Identified During Reconciliation • Internal Controls and Documentation	• Practice Reconcile the Retail Sales and Purchases • Role play on Sales and Purchase Record Matching Activity • Identify Inventory Check • Group Discussion on Data Entry Exercise and Error Detection Task • Supplier Statement Reconciliation • Return Handling Scenario • Practice Reconciliation Reporting • Role play on POS and Bank Statement Matching

UNIT 4: PROCESS OF CUSTOMER ORDERS		
Duration: 33 Hrs		
	Theory (12 Hrs)	**Practical (21 Hrs)**
LO1	**Identify the customer needs and wants**	
1.	• Types of customers • Types of needs • Understand customer needs • Identify the goods that will meet customer's needs • Information of goods	• Group discussion of types of customers • Practice customer needs through role play • Make a power point presentation to provide information goods
LO2	**Provide Clear Accurate and Complete Information to the Customers**	

2.	• Process of orders • Credit status • Company procedures for checking the customer's identity and credit status • Meaning and nature of communication • Respond appropriately to customers - Respond promptly - Select most appropriate way for communication - Cross check with customer about their expectation - Respond on customer comment and questions - Give time to customer • Communicate information to customers - Provide information to customer - Inform customer about the company products check - Recognize complicated information	• Role play in a retail lab for processing orders • Practice checking credit status • Role play on respond to customer appropriately on given conditions • Demonstrate the effective use of communication while deal with customers in the retail store/mall
LO3	**Maintaining the Information About the Availability of Goods and Terms of Supply**	
3.	• Accurate Inventory Record • Supplier Details and Terms • use of Inventory Management Systems • Product Availability Status • Lead Time Monitoring • Communication Across Departments • Documentation and Audit Trails • Impact on Customer Service	• Practice Inventory Sheet Update Exercise • Make a chart on Supplier Profile Documentation • Role Play on Supplier Communication • Practice Stock Availability Labeling • Presentation on Product Availability Report
LO4	**Process of Retuned Goods and Recording**	
4.	• Definition of Returned Goods • Importance of Recording Returns • Checking the type, quantity and condition of returned goods • Common Reasons for Returns	• Practice Return Slip Filling Exercise • Role Play: Handling Customer Returns • Mock Drill on Inventory Update a stock sheet or POS system to reflect the returned quantity.

	• Damaged or defective goods • Wrong item delivered • Product expired or near expiry • Customer dissatisfaction • Steps in the Returned Goods Recording Process • Initiate Return: Customer provides reason and receipt. • Inspect Product. • Record the Return Meaning of Inventory • Supplier Communication • Process Refund/Replacement: Based on store policy, refund, exchange, or credit is issued. • Supplier Communication. • Documents Involved • Return receipt or slip • Inventory adjustment form • Credit note or refund authorization • Supplier return form (if returning to vendor) • Policy Awareness	• Inspection Practice. • Prepare a Returned Goods Report • Supplier Return Process Activity • Analyzing Return Trends • Practice entering a return transaction in a sample refund/replacement log or POS system. • create a step-by-step checklist for store employees to follow when a customer returns an item. • Verification Drill on Return scenario

UNIT 5: HELP IN CUSTOMERS CHOOSE THE RIGHT PRODUCTS		
Duration: 33 Hrs		
	Theory (10 Hrs)	**Practical (23 Hrs)**
LO1	**Identify the consumer behaviour, product features and consumer rights**	
1.	• Types of customers and their behaviour • Types of Product Information • Understand customer needs • Customer Rights • Benefits of Customer Rights for a Retail Sales Executive	• Identify the buying behaviour to understand the types of consumer buying behaviour • Match Product Features to Benefits for understand how product features connect to customer needs • Role Play – Know the Customer Rights • Role Play – Understanding Customer Behaviour • Demonstrate Product Information
LO2	**List Out the Product Features According to the Different Customers**	

2.	• Meaning and features of product • Types of Features • Benefits of Product Features • Connecting Features to Benefits • Handling Customer Objections to Promote Sales and Goodwill	• Product Features Hunt to help students identify and differentiate between physical, functional, and other features of a product • Group Discussion (Version 1) on encourage students to think critically about product features and how they influence customer decisions. • Product Comparison Role Play how to compare products, understand customer needs, and suggest the most suitable item • Group Discussion (Version 2 – Chart Making Activity) to help students categorize product information and identify the features that make products attractive.
LO3	**Demonstrate the Products and store safety**	
3.	• Customer need • Mapping Customer Need • Importance of mapping need • Step-by-Step Guide to Demonstrating a Product • Key Safety Guidelines • Clearing Equipment and Products After the Demonstration and Connecting with the Customer	• Group Discussion (Version 2 – Chart Making Activity) to help students categorize product information and identify the features that make products attractive. • Store safety inspection walk of students identifies safety and security issues in a store environment • Role Play on Product Demonstration with Safety Measures to learn safe and effective demonstration • Mapping Customer Needs to Product Features
LO4	**Personalized Customer Service**	
4.	• Understanding Customer Needs • Ways to Convince the Customers • Probing Techniques to Identify the Customer Requirements • Objection Handling Techniques • PERSONALIZED CUSTOMER SERVICE • Ways to Convince the Customers • Probing Techniques to Identify the Customer Requirements	• Role Play on Practice Objection Handling in a Sales Scenario • Practice Customer Interaction to Make Customers Feel Comfortable to Ask Questions • Group Discussion on Seasonal Sales Planning to Understand How Seasonal Trends Affect Product Demand

	• Objection Handling Techniques • Persuasion Techniques • Acknowledging Customer Buying Decision • Techniques of Closing Sales and Bill Payment • Signs That a Customer Is Ready to Buy • Significance of Providing Personalized Customer Service • Effect of Seasonal Trends on Sales Opportunities	

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:InformationandCommunicationTechnologySkills-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.	• Active listening -listening skill and stages of active listening • Overcoming barriers to active listening	• 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.	• Parts of speech – using capitals, punctuation, and basic parts of speech • Supporting parts of speech	• Group practice on identifying parts of speech • Group practice on constructing sentences
LO3	**Write Sentences**	
3.	• Writing simple sentence • Writing complex sentences • Types of object • Types of sentences i. Active and Passive sentences ii. Statement/ iii. Declarative sentence iv. Question/ v. Interrogative sentence vi. Emotion/ vii. Reaction or Exclamatory sentence	• 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	

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.	• Motivation and positive attitude • Intrinsic and extrinsic motivation • Positive attitude – ways to maintain positive attitude • Stress and stress management - ways to manage stress	• 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.	• Becoming result-oriented • Goal setting – examples of result-oriented goals	• Group activity on listing aim in life
LO3	**Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders**	
3.	• Steps towards self-awareness • Personality and basic personality traits • Common personality disorders- i. Suspicious ii. Emotional and impulsive iii. Anxious • Steps to overcome personality disorders	• 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.	• Getting started with a spreadsheet - types of a spreadsheet • Steps to start Libre Office Calc., • Components of a worksheet.	• Group activity on identifying components of spreadsheet in Libre Office Calc.
LO2	**Perform Basic Operations in a Spreadsheet**	
2.	• 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.	• Group activity on working with data on Libre Office Calc.
LO3	**Demonstrate the Knowledge of Working with Data and Formatting Text**	
3.	• 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	• Group activity on formatting a spreadsheet in Libre Office Calc • Group activity on performing basic calculations in Libre Office Calc.
LO4	**Demonstrate the Knowledge of Using Advanced Features in Spreadsheet**	
4.	• Advanced features in Spreadsheet i. Sorting data ii. Filtering data iii. Protecting spreadsheet with	• Group activity on sorting data in Libre Office Calc

	password	
LO5	**Make Use of Software for Making Slides Presentations**	
5.	• Steps to start Libre Office Impress • Adding text to a slide presentation	• Group practice on working with Libre Office Impress tools
LO6	**Demonstrate the Knowledge of Opening, Closing and Slide Presentations**	
6.	• Printing a presentation	• Group activity on closing and saving a presentation in Libre Office Impress
LO7	**Demonstrate the Knowledge of working with Slides**	
7.	• 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	• Group practice on working with font styles in Libre Office Impress
LO8	**Demonstrate the Use of Advanced Features in a Presentation**	
8.	• Advanced features used in a presentation • Inserting shapes in the presentation • Inserting clipart and images in a presentation • Changing slide layout	• Group activity on changing slide layout on Libre Office Impress

UNIT 4: ENTREPRENEURSHIP SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	**Practical (15 hrs)**
LO1	**Describe the Types and Qualities of Entrepreneurs**	
1.	• Entrepreneurship and entrepreneur • Characteristics of entrepreneurship • Entrepreneurship-art and science • Qualities of a successful entrepreneur	• Group discussion on the topic "An entrepreneur is not born but created". • Conducting a classroom quiz on various aspects of entrepreneurship.

	• 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.	• Barriers to entrepreneurship i. Environmental barriers ii. Faulty business plan iii. Personal barriers	• 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.	• Entrepreneurial attitude	----------
LO4	**Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies**	
4.	• Entrepreneurial competencies i. Decisiveness ii. Initiative iii. Interpersonal skills-positive attitude, stress management iv. Perseverance v. Organizational skills- time management, goal setting, efficiency, managing quality	• 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.	• Green jobs • Benefits of green jobs • Green jobs in different sectors: i. Agriculture ii. Transportation iii. Water conservation	• Group discussion on the importance of green jobs.

	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.	• Importance of green jobs in the following i. Limiting greenhouse gas emissions ii. Minimizing waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change	• Preparing posters on green jobs. • Group activity on tree plantation.

CLASS 12

Part B–Vocational Skills

S.No.	Units	Duration(Hrs.)
1.	Unit 1: Point of Sales Procedure	33
2.	Unit 2: Retail Sales Process	33
3.	Unit3: Retail Customer Service and Concerns	33
4.	Unit 4: Specialist Support to Customers and Promote Continuous Improvement Services	33
5.	Unit5: Maintain Health, Safety and Security Concerns	33
	Total	**165**

UNIT 1: POINT OF SALES PROCEDURE		
Duration: 33 Hrs		
	Theory (12 Hrs)	**Practical (21 Hrs)**
LO1	**Manage Point of Sales Procedures in Retail**	
1.	• Meaning of Cash Point / Point of Sale (POS) • Skills required for cashier at POS • Modes of payment • Problems arise at service cash point / POS • Meaning of cash handling • Procedure for handling cash and cash equivalents, • Precautions to be taken while handling cash • Authorization of refunds • Authorization of cheque payments • Authorizing credit card payments • Security procedures at POS • Problems at service cash point a. Hardware issues, b. software issues, c. connectivity issues, d. user errors, • Card processing problems	• Observations of precautions in handling the cash and cash equivalents. • Field visit for observation of cash handling and related precautions in a retail store • Observations of authorization of refunds and cheque payments and security procedure in retail outlets. • Visit to a retail store for observation of problems at service cash points.
LO2	**Identify the Age Restricted Products in Retail**	

2.	• Meaning of age restricted products • Consequences if a business fails to adhere norms for sale of age-restricted products • Legal requirements for asking proof of age • Company policies and procedures for asking for proof of age, • Retailer policies and procedures for sale of age-restricted products • Various steps followed by the retailer to prevent sales to under aged • Types of proof of age accepted by company • Company policies for refusing sales of age restricted products • Company procedure refusing sales of age restricted products • When to need proof of customer age? • What proof of age accepted? • How to get proof of age?	• Conduct a role-play on a given situation in which an underage customer asks to buy age restricted product • Visit to retail stores near your home or school and observe for the restriction sale of age restricted product • Prepare a list of consequences if a business fails to adhere to norms for sale of age-restricted products • Visit to a retail outlet to observe the sale of age restricted product-practices adopted, training of staff on the issue, guidance to the staff, refund on sale etc. • Chart out a retailer policies and procedures for age-restricted products • Draw a chart containing types of documents for age proof sales of age restricted products • Visit the retail store to know the company's policies and procedure for refusing sales of age restricted products • Visit the retail store to know what age proof of age accepted at retail store.
LO3	**List Out the Legal Procedures and Polices**	
3.	• Consumer Protection & Product Liability • Steps for addressing customer. • Protocols for identifying, communicating, and managing recalled products. • The legal principle of *caveat vendor* (let the seller beware) • Employee Relations & Workplace Safety • Workplace Accident Reporting. • Data Privacy & Security • Data Breach Response • PCI DSS Compliance • Privacy laws (like GDPR, CCPA, or India's upcoming DPDP Bill) are based on the individual's right to control their	• Group Discussion on marketing campaigns before launch is essential to prevent costly lawsuits or regulatory fines • Clear, visible return policies and a well-trained customer service team are crucial for managing disputes and maintaining customer trust • Practice Regular training for managers on HR policies and legal compliance is essential to avoid wrongful termination claims or labor disputes. • Role play on Implementing strong encryption, regular security audits, and staff training on data handling best practices are vital to prevent data breaches

	personal information. • Retail Store Operations & Compliance. • Obtaining and maintaining all necessary business licenses, permits (e.g., food, alcohol, fire). • Procedures for proper disposal of waste, including hazardous materials, in line with environmental regulations. • Public nuisance laws and regulatory frameworks exist to protect the general public from harm or inconvenience caused by business operations. • Consumer protection and intellectual property laws	• Practice regular checks and proactive identification of potential compliance issues.
LO4	**Maintain Payment Laws for Retail Products**	
4.	• Legal Procedures and Policies • Payment Laws for Retail Products • Ensure fair pricing, secure transactions, and timely payments within the retail sector. • Legal Metrology (Packaged Commodities) Rules, 2011, and the Consumer Goods (Mandatory Printing of Cost of Production and Maximum Retail Price) Act, 2006. • The MRP must be prominently displayed and is inclusive of all taxes (like GST). • Micro and Small Enterprises (MSMEs) registered under the MSMED Act, 2006 • Payment Card Industry Data Security Standard (PCI DSS) Compliance. • Information Technology Act, 2000, and the Consumer Protection (E-Commerce) Rules, 2020. • The Goods and Services Tax (GST) is always included in the MRP. • Payment and Settlement Systems Act, 2007 (PSSA) • Digital payments like UPI, NEFT, RTGS, and card payments, ensuring their security and efficiency.	• Group Discussion on Legal Procedures, Policies and Payment Laws for Retail Products • Make a chart on Ensure fair pricing, secure transactions, and timely payments within the retail sector. • Legal Metrology (Packaged Commodities) Rules, 2011, and the Consumer Goods (Mandatory Printing of Cost of Production and Maximum Retail Price) Act, 2006 • Identify various Micro and Small Enterprises (MSMEs) registered under the MSMED Act, 2006 • Discuss The Goods and Services Tax (GST) is always included in the MRP • Role-play on digital payments like UPI, NEFT, RTGS, and card payments, ensuring their security and efficiency.

UNIT 2: RETAIL SALES PROCESS		
Duration: 33 Hrs		
	Theory (10 Hrs)	**Practical (23 Hrs)**
LO1	**Describe the Selling Process in Retailing**	
1.	• Importance of greeting and welcoming customers. • Elements of professional verbal and non-verbal communication. • Techniques for identifying customer needs through questioning and observation. • Overview of product knowledge – features, advantages, and benefits. • Methods of selling • Arrangement of products for sales in store • Need for arranging products • Segment the products • Identifying the products responsible for sales	• Demonstrate the professional customer greeting and welcoming techniques. • Role-play on identifying customer needs using probing techniques. • Dramatize the resolving customer objections with confidence and respect. • Role-play on suggesting associated or additional products (cross-sell/up-sell) • Identify the methods of selling in different retail formats
LO2	**Identify the Sales Maximisation Techniques of Retail Goods and Services- Product Demonstration**	
2.	• Concept of up-selling and cross-selling. • Use of customer profiles to provide personalized service. • Strategies to maintain positive client relationships and build loyalty. • Meaning of Sales promotion • Objectives of Sales promotion • Sales promotion techniques • Ways to convincing the customers. • Nature of product in retail trade and understand.	• Demonstrate the use of customer history to tailor a personalized recommendation. • Demonstrate the courteous and helpful behavior while addressing customer queries. • Demonstrate how to maintain accurate and confidential client records. • Scenario on using customer inputs to recommend specialist products. • A Field visit to identify the characteristics of product • A field visit to learn techniques of sales Promotion
LO 3	**Provide Personalized Sales Promotions**	
3.	• Meaning of personalized service	• Role play to learn the personalized customer to service • A Field visit to identify the

	• Customer service standards and standards for personalized customer service • Meaning of personalized sales support • Steps involving in personalized sales support • Importance of effective listening and timely assistance. • Basics of client confidentiality and data protection practices. • Meaning and benefits of specialist products. • Sales promotional methods like advertising, sales promotion, personal selling, public relations.	Personalization of services to customers • Role-play on informing customer about products aligned with their preferences. • Demonstrate the safe and effective communication even during busy hours. • Role play on different sales promotional activities.
LO 4	**Maintain Post-Sales Services Support in Retailing**	
4.	• Meaning of post sales service • Post-sales support in Retailing • Company's policy and procedure for contacting clients. • Record the client Information • Keeping confidentiality • Create rapport with client • Positive talk with clients • Types of post-sale service support, • Meaning of customer information, • Records for storing client's/customers information, • Benefits of maintaining records of customer information, • Company laws and policies on data protection • Promises to customer • Types of promises to customer	• A Role Play to learn the assessment of credit worthiness of customer • A Field visit to identify the assessment of credit worthiness of customers • Role Play on post sales service • Group Discussion on Post-sales support in Retailing • Make a power chart on Company's policy and procedure for contacting clients • Role play on Create rapport with client • Skit practice on Positive talk with clients

UNIT 3: RETAIL CUSTOMER SERVICE AND CONCERNS		
Duration: 33 Hrs		
	Theory (10 Hrs)	**Practical (23 Hrs)**
LO1	**Identify the Retail Customer Services and Concerns**	
1.	• Distinction of consumer and customer • Identifying customers' needs and behavior • Basic needs of customer • Role of customer services in retail • Elements of customer services • Advantages of customer service • Role of product demonstration in converting prospects to buyers. • Steps in preparing for a demonstration (setup, materials, safety). • Importance of engaging and interactive product demos. • Techniques for persuasive promotion communication. • Role of seasonal trends and how they impact promotions.	• Field visit to understand the customer needs and customer expectations in a retail store. • Demonstrate the Setup and safety checks in the demo area. • Role-play on delivering a product demo explaining features and benefits. • Role-play on using persuasive language to explain a promotion. • Demonstrate how to Handling customer queries during a demo.
LO2	**Monitor the Retail Service Concerns**	
2.	• Role of seasonal trends and how they impact promotions. • After-sales service – importance and components (returns, feedback, follow-up). • Definition and benefits of credit facilities for customers. • Overview of company credit policies and conditions. • How to calculate EMI and explain it to customers? • Documentation and process required for credit applications. • Effective customer service • Dealing effectively with customer • Effective ways to build customers rapport	• Role-play on Reporting promotional opportunities to supervisors. • Group Discussion on providing courteous and helpful after-sales service. • Demonstration on EMI and credit facility details to a customer. • Role-play on accurately filling in and processing credit documents. • Prepare a Scenario on overcoming credit processing issues with help from peers/seniors. • Demonstrate the providing follow-up service to maintain customer satisfaction. • Observation of effective ways to build customer rapport

LO3	**Handle the Customer Complaints**	
3.	• Understanding the Importance of Hygiene Complaints • Types of Hygiene Complaints in Retail • Customer Complaint Policy • Legal and Compliance Standards • Customer Rights and Feedback Mechanism • Internal Monitoring and Training • Meaning of customer expectation • Identify customer expectation • Customer expectation from retailer • Confirm customer expectation • Responding to customers appropriately	• Acknowledge the Complaint Politely • Record the Complaint Details • Visit a retail outlet to recognize customer expectations and the way of responding to their queries
LO4	**Resolve the Retail Customer Concerns**	
4.	• Listening of problems, • Do and don't in identifying and listening customers' problems, • Sources of identifying the customers' problems, • Tools for identifying customers' problems, • Guidelines to anticipate customers' problems • Process of spotting customer service problems ➢ Identify option ➢ Identify other option ➢ Confirm the option ➢ Evaluation of options ➢ Selection of option • In case if not able to solve • Problem is a gift from the customer to the service provider or retailer • Customers' portray when they arrived with their problems in hand, • Rules of handling problems in organized way, • Steps to dealing with customers' problems • Resolve customer service problems	• Listening carefully the customer problems • Identifying sources of the customers' problems, • Practice the tools for identifying customers' problems • Demonstrate the process of spotting customer service problems • Identify the problems faced by retailer in a given situation and enlist the various types of customer problems • Role play on how to handle customer in a given situation • Follow the rules for handling problems in organized way • Demonstrate how to resolve customer service problems • Demonstrate the organizational guidelines of steps to respond customers in a given condition • Classify the benefits of negotiations • Demonstrate the steps to be taken to negotiate with customers and convince them to resolve the complaints. • Prepare a chart on various methods of identifying repeated customer

	➢ Discuss with customer about solutions ➢ Implement the selection ➢ Inform customer about action • Identify repeated customer service problems • Methods of dealing with customer service problems • Advantages and disadvantages of method of customer service problems • Work with others to ➢ Solve repeated CSP ➢ Balancing customer expectations with need of organization • Methods to get feedback on solving customers' problems, • Benefits of collecting feedback • Action against reducing repetition of problems - Get approval for changes - Action on agreed solutions	service problems with advantages and disadvantages • Demonstrate how to work with others • Select various methods for collecting feedback • Demonstrate the action against reducing repetition of problems

UNIT 4: SPECIALIST SUPPORT TO CUSTOMERS AND PROMOTE CONTINUOUS IMPROVEMENT IN SERVICES		
Duration: 33 Hrs		
	Theory (10 Hrs)	**Practical (23 Hrs)**
LO-1	**Identify the Specialist Support Need to Customers for Facilitating Purchases**	
1.	• Meaning and significance of sales closing techniques. • Steps in closing a sale – confirmation, billing, and wrap-up. • Importance of timing and signals in closing a sale. • How to maintain professionalism and rapport after closing the deal?	• Demonstrate the Steps involved in closing a sale with clarity and confidence. • Role-play on informing customers about billing, packaging, and after-sale process. • Group Discussion on a Scenario Identifying verbal and non-verbal buying signals and responding accordingly. • Role-play on Giving accurate, clear advice on specialist product use and care

LO2	Promote the Continuous Improvement in Service	
2.	• Procedure to give customers relevant information and advice to aid purchasing decisions. • Long-term relationships foster trust and satisfaction, leading to repeat purchases and brand loyalty over time. • Retaining existing customers is more cost-effective than acquiring new ones, saving time and marketing expenditure. • Satisfied long-term customers are more likely to recommend the business to others, boosting reputation and attracting new clients. • Strong customer relationships lead to consistent sales, valuable feedback, and opportunities to upsell or cross-sell products • Implementation of authorised changes • Implement the changes as per organizational guidelines • Inform about the changes and reason of changes • Monitor the reactions • Mechanism for customer's influences • Customer service performance meters • Collect and record customer feedback after changes • Analyses and interpret feedback after changes, • Advantages and disadvantages of changes, • Identify the opportunities for improvement • Presentation of the analyzed customer feedback after changes • Changes to improve service • Impact of changes in service on business	• Group discussion on the various ways to enhance the customer loyalty • Power point presentation on the reasons of repeated customers • Prepare a presentation on Word-of-Mouth Marketing • Draw a business model • Draw a chart containing implementation of changes • Demonstrate the mechanism for implementation of changes in customer service • Role play on customer service rendering and count the performance meters • Draw a chart on collecting, recording, analyzing and interpreting feedback after changes • Make presentation on the analyzed customer feedback after changes • Identify the changes to improve service in a given situation
LO3	Organise the Delivery of Reliable Service to the Customers	

3.	• Techniques for advising customers on product usage, care, and support. • Importance of clear, honest, and relevant information during final interaction. • Customer loyalty and retention – key drivers and behaviors. • Building trust through post-sale communication and service. • Handling customer feedback (positive and negative) constructively. • Role of retail associate in creating a positive, lasting impression.	• Demonstrate the how to handle a customer who is hesitant or undecided. • Dramatize with a customer to reinforce satisfaction. • Demonstrate the documenting and updating customer records post-purchase. • Role-play on customer feedback professionally and empathetically. • Scenario on addressing a minor complaint to retain customer trust. • Demonstrate the techniques to reinforce a positive experience and encourage repeat visits.
LO4	**Build the Long Term Customer Relationship for Closing the Sale**	
4.	• Meaning, Benefits and Process of CRM • E-CRM • Differentiate between CRM and E-CRM • Components of customer relationship management (CRM) • Best method of communication to meet with customer expectation • Meet customer expectation with company offers • Reasons of customers not meeting with expectation • Alternative solutions • Cost and benefits of solutions • Negotiate and agree solutions with customers • Satisfy customers with actions • Meaning of customer retention • Need for customer retention • Ways to retain customer by retailers • Efforts to improve relationship with customers • Meaning of customer expectation • Opportunities to exceed customer expectation • Reasons for not meeting customer expectations by the retailer • Support in meet customer	• Visit a retail store to know CRM activities in retail store • Demonstrate the steps involved in CRM process • Assess the costs and benefits to customers and inform them in timely • Visit a retail to know Components of customer relationship management (CRM) • Draw a chart contains ways to retain customer retention • Demonstrate the retailer's policy for customer retention • Draw a chart containing opportunities of affecting customer expectations • Demonstrate how to confirm customer expectations

	expectation	

UNIT 5: MAINTAIN HEALTH, HYGIENE, SAFETY AND SECURITY CONCERNS		
Duration: 33 Hrs		
	Theory (10 Hrs)	**Practical (23 Hrs)**
LO1	**Maintaining Health and Hygiene Procedures**	
1.	• Meaning of Health and Safety • Identify and follow the health and safety requirements laid down by retailer and law • Study the ways to encourage colleagues to follow the health and safety norms. • Meaning of risk and types of risks in retailing • Types of equipment and materials used in the stores for health and safety • Trace out the approved actions to deal with risks. • Use of equipment with manufacturer's instruction	• List the key health and safety policies laid down by the company and by law for a retail store. • A Field visit to observe health and safety practices at retail store • A Field visit to observe the equipment's or material for health and safety practices at retail store
LO2	**Arrange the Safety Requirement in Retailing**	
2.	• Explain the importance of identifying and reporting accidents and emergencies • Explain the company procedures and legal requirements for dealing with accidents and emergencies. • State the importance of being always situational aware or alert • Meaning of accidents and emergencies • Dealing with Accidents and Emergencies • Recognize when evacuation procedure starts • Company procedures for evacuation • Fire symbols used for safety purpose • Process of extinguish the fire • Violence, shoplifting and robbery at workplace and measures to prevent	• Role play the procedure to report accidents and emergencies promptly, accurately and to the right person • Demonstrate the procedure of raising alarm in emergency situation. • Demonstrate the use of safety equipment's correctly and in the right situations. • Role-play to get advice and help from the right people when he/she is concerned about his ability to work safely. • Demonstrate how to use appropriate lifting and handling techniques for goods in line with manufacturer's instructions. • Demonstrate how to prepare an incident report after recording such incidents of hazards and accidents. • Use equipment and materials in line

	them • Ways to handling of money • Manage and deal irate customers and shrinkage • Process of lifting and handling goods safely ➢ Take suitable measures before lifting ➢ Use approved lifting and handling techniques ➢ Check the equipment's before use ➢ Use equipment's as per	with the manufacturer's instructions • A Field visit to know how to deal irate customers • Prepare a chart on company procedure for evacuation
LO3	**Manage Common Security Risks Faces in the Retail Store**	
3.	• List the common security risks faced within the store. • Describe the role, authority, and responsibility of employees in handling security risks. • State the company policies and legal requirements when dealing with security risks. • List the types of security risks that can arise in your workplace. • State the company policies and procedures for maintaining security while working..	• Demonstrate how to use approved procedures and techniques for protecting personal safety when security risks arise. • Dramatize a scenario by performing suitable actions to reduce security risks where it is within the limits of his/her responsibility and authority to do. • Role-play to report risks promptly to the right person when security risks are beyond his/her authority and responsibility manufacturer's instructions
LO3	**Identify the High Security Risks and Responding Property**	
4.	• Meaning of Reporting • Retailers procedures and legal requirements to deal with accidents and emergencies • System of reporting accidents and emergencies to the right persons • Meaning of risk and types of risks in retailing • Types of equipment and materials used in the stores for health and safety • Trace out the approved actions to deal with risks. • Company procedure and legal requirements for reducing health and safety risks	• A Field visit to know retailer's procedure of reporting with accidents and emergencies • Role play on reporting accidents and emergencies to the right persons • Use various safety accessories used in store • Select equipment for common safety and health concerns and problems in given situation. • Prepare a chart on company procedure and legal requirements for reducing health and safety risks

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 inloading 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:

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.

- Desktop Computers / Laptops
- Printers and Scanners
- External Storage Devices (External Hard Drives, USB Flash Drives)
- Uninterruptible Power Supply (UPS)
- Document Management Systems (e.g., M-Files, DocuSign)
- Data Analysis and Reporting Tools (e.g., Excel)
- Email Systems (e.g., Microsoft Outlook, Google Workspace)
- Internal Communication Platforms (e.g., Microsoft Teams)

- Filing Cabinets
- Paper Shredders
- Stationery (pens, notebooks, paper clips)
- Binders and Folders
- Training Manuals and Documentation
- Online Learning Platforms (e.g., LinkedIn Learning, Coursera)
- Simulated Environments for Practice
- Helpdesk Software (e.g., Zendesk, Freshdesk)
- Forms and Templates (loan, insurance, account opening forms)
- Reports and Dashboards (financial, performance, compliance reports)

A. Equipment's to be seen during Field Visit:

1. **Point of Sale (POS) Terminal/System**
    a. For billing and payment processing
2. **Barcode Scanner**
    a. For quick product identification and billing
3. **Cash Register or Cash Drawer**
    a. To handle cash transactions securely
4. **Credit/Debit Card Machine (EDC Machine)**
    a. For electronic payments
5. **Computer or Tablet**
    a. For stock management, checking product availability, or customer data entry
6. **Printer**
    a. For printing invoices, bills, and product tags
7. **Telephone or Intercom System**
    a. For internal communication or customer follow-up
8. **Security Systems**
    a. CCTV cameras, electronic article surveillance (EAS) systems
9. **Labeling Machine or Tag Gun**
    a. For price tagging and labeling products
10. **Handheld Inventory Scanner (RFID/Barcode)**
11. For stock taking and inventory management
12. **List of Materials:**
13. **Product Catalogues or Brochures**
    a. For providing information to customers
14. **Stationery**
    a. Pens, notepads, markers, etc., for manual record-keeping or customer notes

15. **Packaging Material**
    a. Bags (paper/plastic), gift wraps, boxes
16. **Uniform/Name Badge**
    a. To present a professional image and identification
17. **Cleaning Supplies**
    a. For maintaining a clean and tidy retail environment
18. **Feedback/Complaint Forms**
    a. To collect customer feedback
19. **Promotional Material**
    a. Flyers, discount coupons, banners for in-store promotions
20. **Manuals/Guides**
    a. Store policies, product training manuals, customer service protocols

B. Teaching/Training Aids

The aids required to conduct sessions in the classroom are:

1. Whiteboard.
2. Flip Chart
3. Markers
4. Duster
5. Projector
6. Laptop with Charger
7. Projector Screen
8. Power Point Presentation
9. Laptop External Speakers

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 Banking and Finance/M.B.A or M.Com in Finance / Banking / Insurancewith at least 50% marks and 1 year of experience in Banking, Financial Services, and Insurance/ Retail Asset Management (Preference given to higher education)	• Effective communication skills (oral and written) • Computer Knowledge • Knowledge of Advanced MS Excel • Basic computing skills.	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 *SamagraShiksha*(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.

9. LIST OF CONTRIBUTORS

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