

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Retail Sales Executive

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

SECTOR: Retail

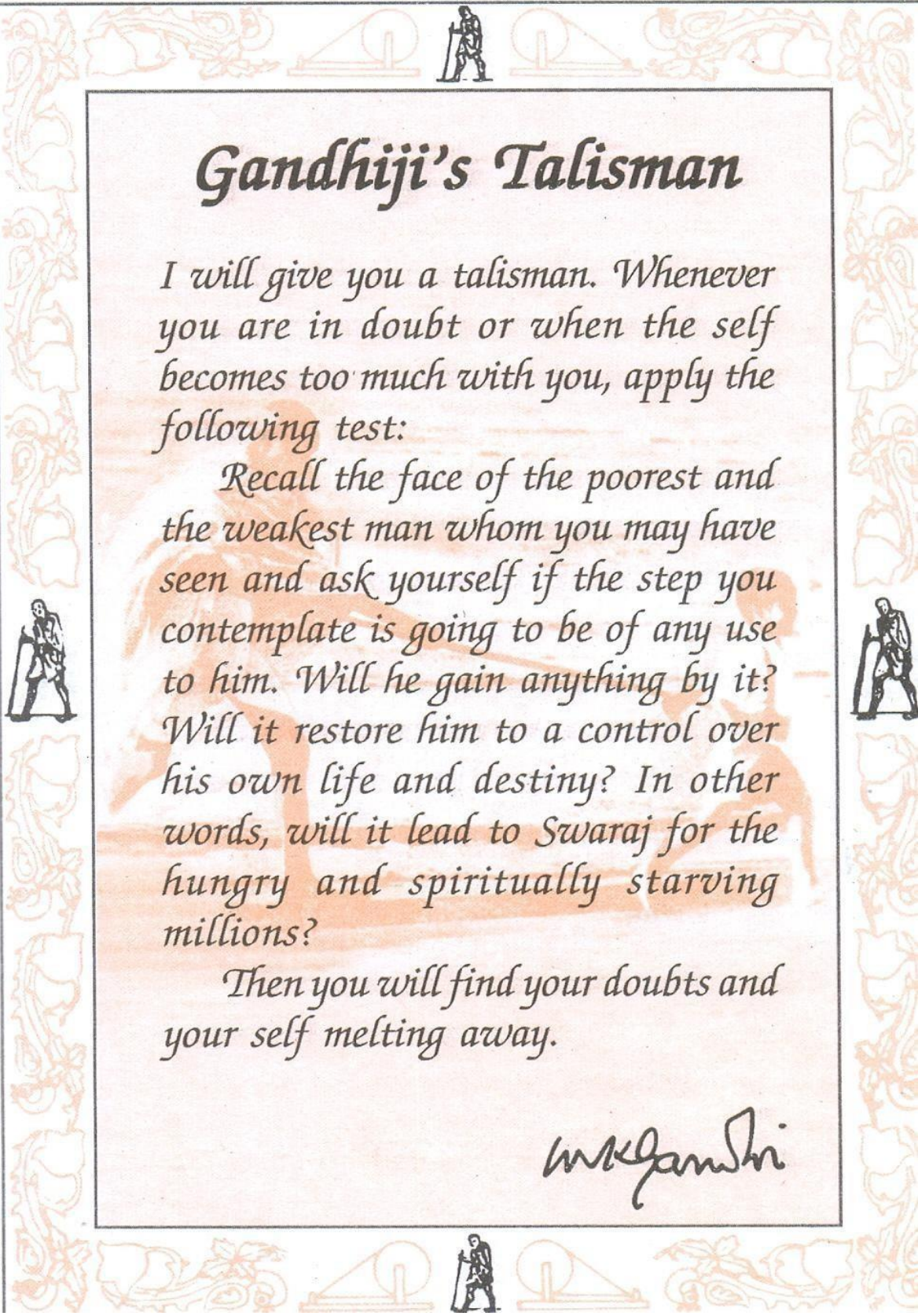
Grades 11 and 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

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



Gandhiji's Talisman

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



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



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

M.K. Gandhi

Organised Retail

**LEARNING OUTCOME BASED VOCATIONAL
CURRICULUM**

May, 2025

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Published by:

Joint Director

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

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realizing the objective of providing learning outcome based modular curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of Samagra Shiksha Abhiyan (SSA) of MoE.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21st century.

Dr. Deepak Paliwal

Joint Director

PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of Samagra Shiksha Abhiyan (SSA) and the officials of the Ministry of Education (MoE), Government of India for the financial support to the project for development of curricula.

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of SSA, MoE, SSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and 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 Mrs. Sangeeta Sorte, Computer Operator Gr. III and Ms. Neha Kushwaha, DTP Operator (Contractual), Dept. of Business and Commerce, PSSCIVE in designing and typesetting of the curriculum matters in due time.

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

PSSCIVE Team

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1. Course Overview

Course Title: Retail 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. Understand the structure and functions of the retail sector.
2. Identify and describe various retail formats and product categories.
3. Greet, assist, and handle customers in a courteous and professional manner.
4. Promote products and up-sell/cross-sell to maximize sales opportunities.
5. Use sales techniques to identify customer needs and close sales.
6. Manage product returns, exchanges, and complaints effectively.
7. Operate point-of-sale systems and handle cash, card, and digital transactions securely.
8. Monitor and maintain inventory levels and ensure shelf replenishment.
9. Execute basic visual merchandising principles to enhance product presentation.
10. Follow health, safety, hygiene, and store security procedures.

COURSE DURATION: 600 hrs.

Grade 11: 300 hrs.

Grade 12: 300 hrs.

Total: **600 hrs.**

2. Scheme of Units

This course is a planned sequence of instructions consisting of units meant for developing the employability and vocational competence of students of classes 11 and 12 opting for the vocational subjects along with general education subjects.

The Unit wise distribution of hours and marks for 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, 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

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	5x1=5	10x2=20	5x3=15	40 (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: Information and Communication Technology Skills-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	Role-play on dressing and grooming

	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 Timebound) 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 LibreOffice	
2.	• Standard user interface of LibreOffice writer i. Status bar ii. Menu bar iii. Tool bar iv. Making a text bold	• Group activity on using the basic user interface of LibreOffice writer • Group activity on working with Microsoft Word
LO3	Save, Close, Open and Print Document	
3.	• 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 LibreOffice Writer • Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word
LO4	Format Text in a Word Document	
4.	• Changing style and size of text • Aligning text and • Cutting, Copying, Pasting text • Finding and replacing	• Group activity on formatting text in LibreOffice Writer • Group activity on formatting text in Microsoft Word
LO5	Check Spelling and Grammar in a Word Document	
5.	• Starting a spell checker • Short-cut menu for spell checker • Autocorrecting spellings	• Group activity on checking spellings and grammar using LibreOffice 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 - Number list - Tables - Pictures - Shapes	Practical exercise of inserting lists and tables using LibreOffice Writer
LO7	Insert Header, Footer and Page Number in a Word Document	
7.	- Inserting the following in a Word document - Header - Footer - page number - Page count	Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word
LO8	Demonstrate the Use of Track Change Option in a Word Document	
8.	- Tracking changes in LibreOffice Writer - Manage option - Comparing documents	Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word

UNIT 4: ENTREPRENEURSHIP SKILLS – III		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Differentiate Between Different Kinds of Businesses	
1.	- 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	Interviewing employees and entrepreneurs

	employee	
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 cycles - 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- - Agriculture - Energy resources - Construction - Fisheries - Forestry - Tourism - Transport - Water Management	- Group discussion on sectors of the green economy - Preparing posters on various sectors for promoting the green economy

	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 - Key growth drivers in Indian Retail Industry. - Importance of Retail Industry in India - Components Involved in the retail Industry - Retail stores online platforms. - 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	- Prepare a presentation of report on growth factor of the Indian Retail sector. - List the factors that lead to the growth of the retail sector in India - Group discussion on the significance of marketing in Retail.
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. - Omnichannel 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 - Prepare a chart on franchise retailing - Demonstrate the retailing procedure of non-store retailing

LO3	Describe the Roles and Skills Required for Retail Executive	
3.	• Role of sales executive • Skills required for Retail Sales Executive • Customer service and sales maximization skills • Point of sales skills • Product presentation skills	• Field visit to retail store identify the role of sales executive in retail business • List out the skills for handling the retail business
LO4	Demonstrate the Roles and Responsibilities of Retail 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.	• Introduction to Retail Payment Processing. • Importance of to Retail Payment Processing. • Challenges in cash payment system • Challenges with Demand Drafts • Importance and challenges of Credit and Debit Cards System • Authorization and verification procedures • Handling declined transactions and payments failures	• Demonstrate appropriate grooming standards and be presentable at all. • Dramatize a situation on displaying basic etiquettes associated with customer handling • Demonstrate the steps involved in the payment process. • Role plays on Digital Payments • Role play on Demonstration of POS System • Prepare a Flow Chart to show Retail payment process at identified Retail Store

	- List the elements that help in building a positive image of self and the organization in the minds of the customers. - Explain the importance of responding appropriately to customers. - Describe the standards for appearance and behavior in creating a positive image of self. - Explain the significance of building relationships with internal and external customers	Case studies on Retail payment Methods
LO2	Describe the Components Available in the Retail Payment Process	
2.	- Refund Payment procedures - Credit Note and Exchange of products. - Security protocols and fraud prevention Traditional and Modern payment process - Challenges	- Role play a Refund of payment - Role play Counterfeit notes and cards. - Prepare a chart to show differentiation between traditional and modern payment process.
LO3	Managing Retail Payment procedures	
3.	- Role of Retail Sales executive in payment procedures - Payment processing workflow - Accuracy in Billing and Invoicing - Secure handling of Cash and Card Transactions - Using POS software effectively	- Role play on Dynamic sales transaction - Prepare a Flow Chart to show Billing and Invoicing process - Case studies on Retail Sales Executive
LO4	Recordkeeping and Documentation of Retail Payments	

4.	• Meaning and Record Keeping • Importance of record Keeping • Logging transactions and keeping payment records • Filling Process • Reconciliation and end of day reports	• Role play on Filling Procedure • Case studies on Record –Keeping and Documentation • Role play on Logging Recording

UNIT 3: RETAIL SALES TRANSACTIONS		
Duration: 33 Hrs		
	Theory (15 Hrs)	Practical (18 Hrs)
LO1	Processing of Part Exchange Sales Transactions	
1.	• Understand the procedures for processing various payment types • Processing of part exchange sales transactions • . • Introduction to Payment Processing in Retail • Importance of accurate payment handling • Role of a sales executive in payment procedures • 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 • Record-Keeping and Documentation • Logging transactions and keeping payment records •	• Make a Power Point presentation on part exchange transactions • Group Discussions on part exchange for the customer and Retailer • Role play on assessment of returned items.
LO2	Processing of Cash and Credit Sales Transactions	

2.	• Payment Processing Workflow - Greeting and guiding the customer to billing - Scanning items and checking prices - Confirming payment method and amount - Completing the transaction • Accuracy in Billing and Invoicing - Checking item quantity, offers, and discounts - Avoiding double entries or errors • Secure Handling of Cash and Card Transactions - Counting and returning change correctly - Swiping/inserting/tapping cards securely - Using OTPs or PINs correctly • Using POS Software Effectively - Accessing sales screens and transaction menus - Applying discounts and loyalty points - Steps in processing cash, card, UPI, and wallet payments - Ensuring transaction accuracy - Preventing errors and common billing mistakes	• 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 change correctly, and issuing receipts.
LO3	Process the Cash and Credit Applications for Purchases	

3.	- Meaning of credit sales - Accounting of credit sales - Features in credit sales in retail - Retail credit facilities - Legal and company procedures - Credit policy - KYC	- Role play to learn the process of credit sales in Retail Business - Field visit to learn the documents for processing credit requisition of customer - Field visit to learn practice adopted for marketing credit check
LO4	Reconcile the Retail Sales and Purchases	
4.	- Elements of reconciliation - Importance of reconciliation - Key data sources of Reconciliation - Purpose, step and discrepancies - Documentation in retail purchases	- Practice Bank Reconciliation Exercises - Group Discussion on POS vs Inventory Reconciliation - Role play on Fraud detection

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 - Understanding customer Needs - Identify the goods that will meet customer needs - Information of goods	- Role play on the type of customers - Group discussion on the needs of customers - Power point presentation to provide information of goods
LO2	Provide Clear Accurate and Complete Information to the Customers	
2.	- Process of orders - Credit status - Company procedures for checking the customers identity and credit status - Respond appropriately to customers - Communicate Information	- Role play for processing orders - Concept practice to check credit status - Role play to respond to customers appropriately on given conditions. - Demonstrate effective use of communication while dealing with customers in the retail store/mall
LO3	Maintaining the Information About the Availability of Goods and Terms of Supply	

	• Accurate inventory Records • Supplier details and terms • Use of inventory management systems 3. • Product availability systems • Product availability status • Communication across departments • Documentation and Audit trails	• Practice exercise on inventory sheet update • prepare a chart on supplier profile documentation • Practice stock availability labeling • Presentation on communication among departments
LO4	Process of Returned Goods and Recording	
4.	• Returned goods • Importance of recording returned goods • Common reason for returning • Steps in returned goods recording • Supplier communication • Return forms • Policy awareness	• Role play on Handling customers • Class room activity on supplier return process, inspection and return goods report • Class practice return transaction in a sample refund/replacement log or POS system and Return filling exercise • Create a step by step checklist for store employees to follow when a customer returns an item • Return scenario and analyzing return trends

UNIT 5: HELP IN CUSTOMERS CHOOSE THE RIGHT PRODUCTS

Duration: 33 Hrs

	Theory (10 Hrs)	Practical (23 Hrs)
LO1	Identify the Customer Types and Estimate their Behaviour	
1.	• Types of product information that can be stored include • Product information	• Group discussion of customers behaviour • Practice customer needs through role play

	• Understand customer needs • Identify the goods that will meet customer's needs • Information of goods • Customers Rights • Benefits of customers rights for a retail sales executive	• Make a power point presentation to provide information goods • Identify the buying behavior • Match product features to understand how a product feature connect to customers • Roleplay on customer rights during sales
LO2	List Out the Product Features According to the Different Customers	
2.	• Product features • Benefit of product features • difference between feature and benefit • Compare and contrast products • Understanding customers responses • Feature of specialist products • Handling customers grievances or objections •	• Role play in a retail lab product feature hunt • Group discussion on making product attractive • Role play on product comparison
LO3	Demonstrate the Information about the Availability of Goods and Terms of Supply	
3.	• Store for safety, security and potential sales whilst helping • Cross-selling and up-selling • Promoting and selling products • Demonstrating product • Store safety	• Mapping customers' needs to product features • Role play on product demonstration with safety measures to learn safe and effective demonstration • Store safety inspection walk of students identify safety issues in store
LO4	Personalized Customer Service	
4.	• Product understanding • Techniques to identify the	• Role Play on objection handling in sales scenario

	customer requirements • Handling questions • Acknowledging the objection • Persuasion techniques • Acknowledging customer buying decision • Closing sales and bill payment • Personalized customer service • Effect of seasonal trends on sales opportunities •	• Practice customer interaction • Group discussion on seasonal sales planning •

CLASS12

Part A - Employability Skills

S.No.	Units	Duration (Hrs.)
1.	Unit1: Communication skills-IV	25
2.	Unit2: Self-management Skills-IV	25
3.	Unit3: Information and Communication Technology Skills-IV	20
4.	Unit4: Entrepreneurial Skills-IV	25
5.	Unit5: Green skills-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 - Active and Passive sentences - Statement/ - Declarative sentence - Question/ - Interrogative sentence - Emotion/ - Reaction or Exclamatory sentence - Order or Imperative 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)

	ix. Paragraph writing	
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UNIT 2: SELF-MANAGEMENT SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Describe the Various Factors Influencing Motivation and Positive Attitude	
1.	- 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- - Suspicious - Emotional and impulsive - 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	Group activity on identifying components of spreadsheet in Libre Office Calc.

	- Steps to start Libre Office Calc., - Components of a worksheet.	
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 LibreOffice Calc.
LO4	Demonstrate the Knowledge of Using Advanced Features in Spreadsheet	
4.	- Advanced features in Spreadsheet - Sorting data - Filtering data - Protecting spreadsheet with password	Group activity on sorting data in Libre Office Calc
LO5	Make Use of Software for Making Slides Presentations	
5.	- Steps to start LibreOffice Impress - Adding text to a slide presentation	Group practice on working with LibreOffice 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 LibreOffice 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 LibreOffice 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 LibreOffice Impress

UNIT 4: ENTREPRENEURSHIP SKILLS – IV

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
LO1	Describe the Types and Qualities of Entrepreneurs	
1.	- Entrepreneurship and entrepreneur - Characteristics of entrepreneurship - Entrepreneurship-art and science - Qualities of a successful entrepreneur - Types of entrepreneurs - Roles and functions of an entrepreneur - What motivates an entrepreneur? - Identifying opportunities and risk-taking - Startups	- Group discussion on the topic "An entrepreneur is not born but created". - Conducting a classroom quiz on various aspects of entrepreneurship.

LO2	Identify the Barriers to Entrepreneurship	
2.	- Barriers to entrepreneurship - Environmental barriers - Faulty business plan - 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 - Decisiveness - Initiative - Interpersonal skills-positive attitude, stress management - Perseverance - 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: - Agriculture - Transportation - Water conservation - Solar and wind energy - Eco-tourism - Building and construction - Solid waste management - Appropriate technology	Group discussion on the importance of green jobs.
LO2	State the Importance of Green Jobs	
2.	Importance of green jobs in the following	Preparing posters on green jobs.

	i. Limiting greenhouse gas emissions ii. Minimizing waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change	• 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 • working of pos transaction • advantages and disadvantages of pos • skills required for cashier at pos • types of retail payment options • trends in retail payment methods • components of a pos system • other software that compliments a pos system • advantage and disadvantage of pos system	• Visit a retail store and observe cashier activities and prepare a report on it. • Visit to a retail store for observation of problems at service cash points. • Visit a retail store and observe problems at service cash points and prepare a chart on it

LO2	Identify the Age Restricted Products in Retail	
2.	- Meaning of Age restricted products - Age verification solutions - consequences if a business fails to follow norms for age restricted products - company policies and procedures - legal requirements, retailer policies and procedures for asking for proof of age - risks of not completing age verification checks - selling age restricted products for e-commerce	- Visit a retail store and observe for the restriction sale of age restriction product and conduct a role play on it - Prepare a list of consequences if a business fails to follow norms for sale of age-restricted products and draw a chart on it. - Visit to a retail store for observation of problems at service cash points. - Visit a retail store to observe and survey of the sale of age of restricted products practices adopted, training of staff, guidance to staff and refund on sale
LO3	List Out CONSUMER PROTECTION AND PRODUCT LIABILITY	
3.	- consumer protection and product liability - product liability under the consumer protection act, 2019 - protocols for identifying, communicating and managing recalled product - meaning of product recall Product Recall Management - Product Recall Procedure	- Group Discussion on marketing campaigns before launch is essential to prevent costly lawsuits or regulatory fines - Activity on clear, visible return policies and a well-trained customer service team are crucial for managing disputes and maintaining customer trust Role plays on training for managers on HR policies, prevent data breaches and legal compliance to avoid wrongful termination claims or labour disputes. Activity on retail store operation and identify compliance issues including (reliance on manual processes, weak incident response plans, regulatory changes, inadequate training, inconsistent documentation, and vendor non-compliance)

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LO4	Maintain Payment Laws for Retail Products	
4.	• payment systems • meaning of retail price • factors determining fixation of maximum retail price • cost production • Forum for redressal of maximum retail price complaints in India • Penalty for non-compliance	• Group Discussion on Legal Procedures, Policies and Payment Laws for Retail Products and make a chart on fair pricing, secure transactions and timely payments within the retail sector • Prepare a chart on 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 • 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.	• Introduction to Retail Selling Process • Steps involved in retail process • Elements of professional communication • Identifying customer needs • Methods of selling	• Role play on Professional Customer greeting and welcoming. • Role play on identifying customer needs through probing technique • Dramatize the resolving customer objections with confidence and respect.

LO2	Identify the Sales Maximisation Techniques of Retail Goods and Services- Product Demonstration	
2.	• Concept of up-selling and cross-selling. • Objectives of sales promotion • Techniques of sales promotion Sales Maximization Techniques in Retail • Use of customer profiles to provide personalized service. • Strategies to maintain positive client relationships and build loyalty.	• Role play on Cross-Selling and Up-Selling in Retail • : Role play to demonstrate the use of customer history to tailor a personalized recommendation • A Field visit to identify the characteristics of product • field visit to learn techniques of sales Promotion
LO 3	Provide Personalised Sales Promotions	
3.	• Importance of effective listening and timely assistance. • Important standards associated with customer service • Steps Involved in Personalized Sales Support • Importance of Effective Listening and Timely Assistance • Client Confidentiality and Data Protection Practices	• Role-play on Informing customer about products aligned with their preferences. • A Field visit to identify the Personalization of services to customers • Recording information to demonstrate how to maintain accurate and confidential client records. • Poster making activity on Creating Advertisement.
LO 4	Maintain Post-Sales Services Support in Retailing	
4.	• Meaning and types of Post sales services support in Retailing • a set of procedure to collect information	Role Play on post sales service • Make a flow chart on Company's policy and procedure for contacting clients • Skit 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 Concern	
	- identifying customer's needs and behavior - basic needs of customer - role of customer services in retail - elements of customer services - advantages of customer service - effective customer service - effective ways to build customer rapport - 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.	- Observation of effective ways to build customer rapport - Field visit to understand customer needs and customer expectations in the retail store - Demonstrate the Setup and safety checks in the demo area. - Role-play and 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	IDENTIFYING AND LISTENING TO CUSTOMER'S PROBLEMS	
1.	- do's and don't's for identifying problems - source of identifying the customers problem - guidelines to anticipate customers 'problems Process of Spotting Customer Service Problem - identifying options - identify repeated customer service problem .	- To improve learners' skills set in handling customer complaints, try this activity with your students - Visit a nearby retail store and observe how customers' complaints are lodged? - Visit a nearby mall and examine the various sources that are used by Retailers for identifying customers' problems - Visit a nearby retail outlet to enquire about the tools used in identifying customer's problems and their personal experience with usage of such tools
LO3	Handle ORGANIZATIONAL PROCEDURES TO DEAL WITH CUSTOMERS' PROBLEMS	

2.	- Customers problems - Dealing with customers portrays - Rules for handling problem - Step to deal with problem - Resolve customer service problems - methods of dealing with customers service problem - importance of feedback	- Visit mall to understand customer problem related to retail shopping - Visit any retail organization and find out the problems reported - Role-play to learn how to handle customer problems. Ask the students to prepare a script based on the activity procedure. - Write down and discuss practical experiences about service interaction and problems - Visit a retail store and identify repeated customer service problems, methods of dealing of customer service problems and its advantages and disadvantages - Case study of identifying and resolving customer problem - Collecting feedback for solving the customer problem - Handling customer complaint by sales associate at mobile retail shop.
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LO4	Learn to NEGOTIATE TO REASSURE CUSTOMERS	
3.	- Organizational guide lines /steps to respond customers - Benefits of negotiations - Solve customers' problems - Steps involved to negotiate with customers - Resolve customers complaints	Demonstrate the organizational guidelines - Demonstrate the organizational guidelines are steps to respond to customers in given conditions - Presentation on the benefits of negotiations - Role play on negotiating with customers to resolve the complaints.

UNIT 4: SPECIALIST SUPPORT TO CUSTOMERS AND PROMOTE CONTINUOUS IMPROVEMENT SERVICES

Duration: 33 Hrs

	Theory (10 Hrs)	Practical (23 Hrs)
LO	Identify the Specialist Support Need to Customers for Facilitating Purchases	

-1		
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. - Maintaining Professionalism and after closing the deal	- Demonstrate the Steps involved in closing a sale with clarity and confidence. - 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
LO 2	Promote the Continuous Improvement in Service	
2	- Discuss how to give customers relevant information and advice to aid purchasing decisions. Enhances Customer Loyalty Long-term relationships foster trust and satisfaction, leading to repeat purchases and brand loyalty over time. - Retaining existing customers. - Customers feedback - Analyse feedback - Improves Business Performance - Opportunities to improve	- 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

LO 3	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 to handle a customer who is hesitant or undecided. - Dramatize the Follow up with a customer to reinforce satisfaction. - Demonstrate: Documenting and updating customer records post-purchase. - Role-play: Responding to customer feedback professionally and empathetically. - Scenario: Addressing a minor complaint to retain customer trust. - Demonstrate: Techniques to reinforce a positive experience and encourage repeat visits.
LO 4	Build the Long-Term Customer Relationship for Closing the Sale	
4	- Customers Relationship - Benefits of CRM - Process of CRM - Opportunities to improve . Alternative Solutions That Rebuild Trust - Negotiate and Agree Solutions with Customers - Meaning of Customer Retention - Efforts to Improve Relationship with Customers - Meaning of Customer Expectation - Opportunities to Exceed Customer Expectation	- Visit a retail store to know CRM activities in retail store - Demonstrate the Steps Involved in CRM Process

UNIT 5: MAINTAIN HEALTH, SAFETY AND SECURITY CONCERNS		
Duration: 33 Hrs		
	Theory (10 Hrs)	Practical (23 Hrs)
LO1	Maintaining Health and Hygiene Procedures	
1.	- 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
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. - List the key health and safety policies laid down by the company and by law for a retail store. - State the importance of being always situational aware or alert	- 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.
LO3	Manage Common Security Risks Faces in the Retail Store	

3.	1. Meaning of risk and types of risks in retailing 2. Types of equipment and materials used in the stores for health and safety 3. Trace out the approved actions to deal with risks. • Use of equipment with manufacturer's instruction	• 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 with the manufacturer's instructions
LO4	Identify the High Security Risks and Responding Property	
4.	1. Meaning of accidents and emergencies 2. Dealing with Accidents and Emergencies 3. Recognise when evacuation procedure starts • Company procedures for evacuation 1. Meaning of Reporting 2. Retailers procedures and legal requirements to deal with accidents and emergencies • System of reporting accidents and emergencies to the right persons	1. A Field visit to know how to deal irate customers 2. Prepare a chart on company procedure for evacuation 1. 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

6. ORGANISATION OF FIELD VISITS

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

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

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

7. LIST OF EQUIPMENT AND MATERIALS

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

A. Training Material inside Lab:

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 / Insurance with 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 *Samagra Shiksha* (SS). They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

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

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

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

OR

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

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

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

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

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

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

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

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

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

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

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the

performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Grade X or Grade XII;
4. Continuous up gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of student's/student support services.

9. LIST OF CONTRIBUTORS

1. Dr. Punnam Veeraiah

Professor and Head

Department of Business & Commerce,

PSSCIVE, Bhopal



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PSS Central Institute of Vocational Education

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

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