LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Digital Cataloguer
(QUALIFICATION PACK: Ref. Id. RAS/Q0302)
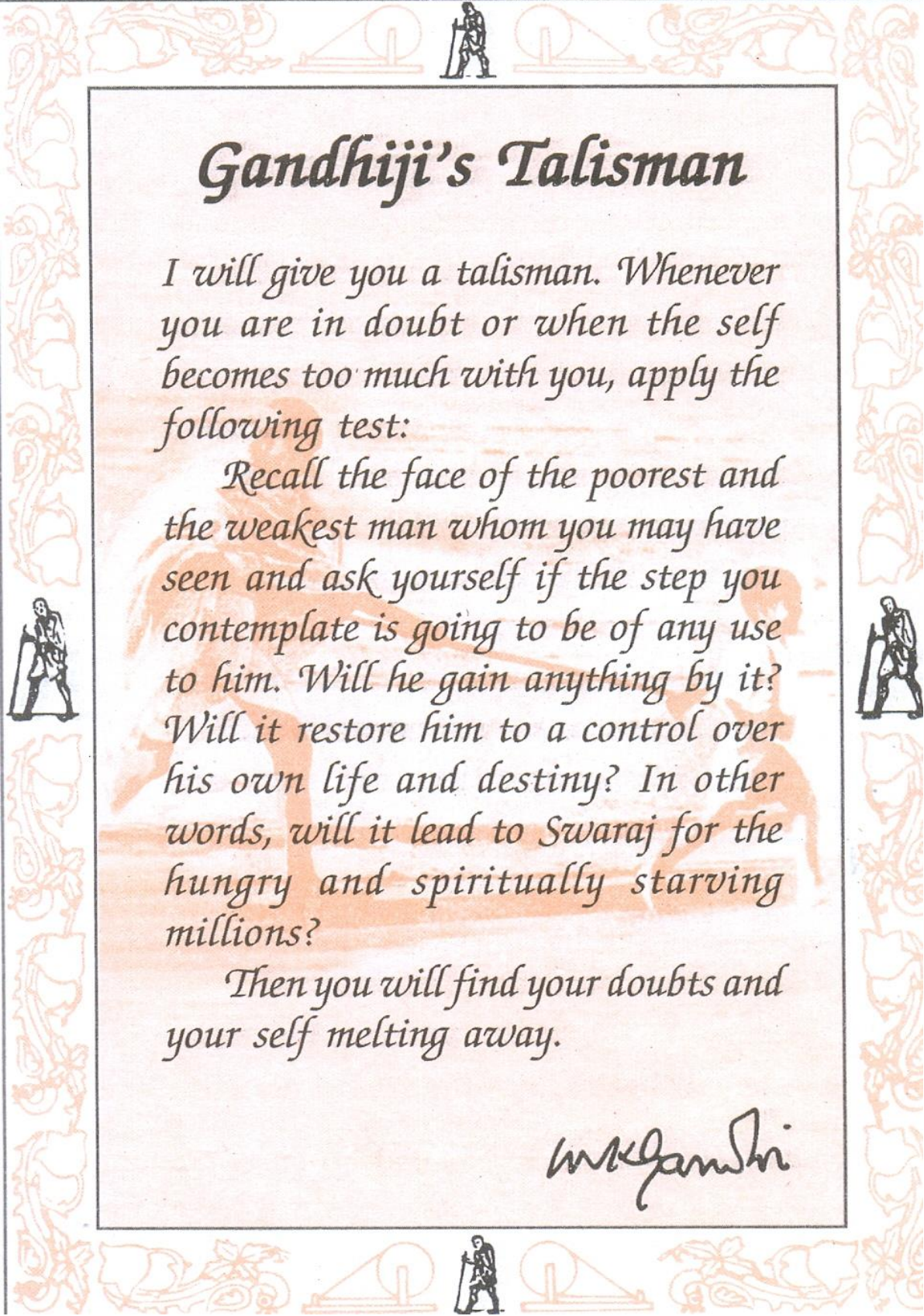**SECTOR: Retail**

Classes 11 and 12

विद्यया ऽमृतमश्नुते
एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 013, M.P., India
http://www.psscive.ac.in

Gandhiji's Talisman

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

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

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

M. K. Gandhi

LEARNING OUTCOME BASED

VOCATIONAL CURRICULUM

JOB ROLE: Digital Cataloguer
(QUALIFICATION PACK: Ref. Id. RAS/Q0302)
SECTOR: Retail

Classes 11 and 12

एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 013, M.P., India

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM
Retail – Digital Cataloguer

Feb, 2020

© PSSCIVE, 2020

http://www.psscive.ac.in

PATRONS

Prof. *Hrushikesh Senapaty*, Ph.D.,
Director, National Council of Educational Research and Training (NCERT),
New Delhi

Prof. Rajesh Khambayat, Ph.D.,
Joint Director
PSS Central Institute of Vocational Education,
Bhopal

COURSE COORDINATOR

Dr. P. Veeraiah
Associate Professor
Department of Business and Commerce,
PSSCIVE, Bhopal

FOREWORD

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

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of **Digital Cataloguer (RAS/Q0302).** The curriculum has been developed for the secondary students of vocational education and is aligned to the National occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been developed and reviewed by a group of experts and their contributions are greatly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

Hrushikesh Senapaty

Director National Council of Education Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based curricula, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the 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 realising the objective of providing learning outcome based modular curricula and the courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Rashtriya Madhyamik Shiskha Abhiyan* (RMSA) of MHRD.

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

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

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

ACKNOWLEDGEMENTS

CONTENTS

1. COURSE OVERVIEW

COURSE TITLE: Retail – Digital cataloguer

A retailer is one who stocks the manufactured goods and is involved in the act of selling to the final customer or consumer, at a margin of profit. Retailing is the last link that connecting the individual consumer with the manufacturing and distribution chain. It adds value in terms of bulk breaking and providing a wide variety of goods and services to customers as per their needs.

The retail industry is divided into organised and unorganized sectors. Organised retailing refers to trading activities undertaken by licensed retailers, that is, those who are registered for sales tax, income tax, etc. These include the corporate-backed hypermarkets and retail chains, and also the privately owned large retail businesses. Unorganized retailing on the other hand, refers to the traditional formats of low-cost retailing, like, the local kirana shops, owner manned general stores, paan/beedi shops, convenience stores, hand cart and pavement vendors, etc. Organised retail can be categorized by the type of products retailed as well as the by the different kind of retail formats. The major retail formats include Department store, Supermarkets, Hypermarket, Specialist Stores, Convenience Stores, and Kiosks. The various operations involved in store operation and management include Store Operations, Back end operations, Merchandising, Logistics and Distribution, Marketing, Procurement/Purchase, and Corporate Services.

Digital Cataloguer is to aid sales conversion rates by creating and organizing an enticing catalogue and other digital pages to display the features, advantages and benefits of products. He/She is responsible for aiding in creation of an attractive digital catalogue and other digital pages with respect to the look and feel of the product. He/She is responsible of placing products as per buyer instruction. The personal attributes need to demonstrate creativity, innovation and enthusiasm. He/She needs to be physically fit and mentally balanced to carry out his/her duties efficiently. He/She should understand customer needs, suggest methods to communicate the merchandise in an online platform, update self on competitor online product, coordinate with teams to ensure development of accurate product description, list and map the products, maintain accuracy of the products, correct mapping of the product. Create catalogues and digital pages and coordinate with the stakeholders.

After completion of this course the learner would be able to work as Digital cataloguer in the retail industry. He/she should have interaction skills, problem solving skills and analytical skills perform his/her duties. He/She interact with category managers to understand specified listing, to identify internal process, internal departments, co-ordinate with vendors to ensure information and co-ordinate with vendors for products. He/she must follow company policies and statutory regulations relevant to sales and services.

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

- ☐ Identify the importance of features, advantages and benefits in customer buying decision
- ☐ Update self on competitors' online product presentations
- ☐ Coordinate with teams to ensure development of accurate product descriptions as per category norms
- ☐ Explain the features, advantages and benefits of products
- ☐ Understand customer needs with respect to merchandise category
- ☐ Suggest methods to communicate the merchandise in an online form
- ☐ Coordinate with teams to ensure development of accurate product descriptions as per category norms

☐ Ensure listing and mapping of products in a manner that improves ease of navigation and search
☐ Ensure accuracy of products against uploaded images in pages/leaves created
☐ Maintain mapping additional SKUs to listed products
☐ Create catalogues and digital pages using appropriate softwares
☐ Understand and explain photographic nuances that enhance the aesthetic aspects of the merchandise and increase impact and movement on the page
☐ Conduct timely product audit on the marketplace
☐ Seek approval from concerned stake holders on leaves in the online catalogue
☐ Collect feedback in an accurate manner and get the same addressed by all concerned
☐ Interact with category managers to understand specified listing structure
☐ Identify internal processes that need to be followed for listings to go live
☐ Validate photographs, descriptions and other relevant information with respect to company and brand policies

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

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

COURSE DURATION: **600 hrs**

Class 11	:	300 hrs
Class 12	:	300 hrs
Total	**:**	**600 hrs**

2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
Units		**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills –III	25	
	Unit 2: Self-management Skills –III	25	
	Unit 3: Information and Communication Technology Skills - III	20	10
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
		110	**10**
Part B	**Vocational Skills**		
	Unit 1: Essentials of Retailing	30	

	Unit 2: Consumer Behaviour	30	40
	Unit 3: E-commerce and Online Retailing	35	
	Unit 4: Product Mapping and SKUs	35	
	Unit 5: Maintain Catalogues	35	
		165	**40**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	**35**
Part D	**Project Work/Field Visit**		
	Practical File/ Student Portfolio	10	10
	Viva Voce	05	05
		15	**15**
	Total	**300**	**100**

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

CLASS 12			
Units		**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills - IV	25	10
	Unit 2: Self-management Skills - IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
		110	**10**
Part B	**Vocational Skills**		
	Unit 1: E-marketing and Internet Business	35	40
	Unit 2: Selling Activities	30	
	Unit 3: Company Policies and Statutory Regulations	30	
	Unit 4: Update Self on Category Management	35	
	Unit 5: Internal and External Stakeholders	35	
		165	**40**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		15	**15**
	Total	**300**	**100**

3. TEACHING/TRAINING ACTIVITIES

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

CLASSROOM ACTIVITIES

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

PRACTICAL WORK IN LABORATORY/WORKSHOP

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

FIELD VISITS/ EDUCATIONAL TOUR

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

4. ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.
The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the

learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

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

WRITTEN TEST

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

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

Duration: 3 hrs   **Max. Mark: 30**

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

	interpret a situation, private an example, or solve a problem)				
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	1	0	02
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	3x1=3	6x2=12	5x3=15	**30 (14 questions)**

SKILL ASSESSMENT (PRACTICAL)

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

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

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

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

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

CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term `continuous' is meant to emphasize that evaluation of identified aspects of students `growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term `comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, the CCE manual of Central Board of Secondary Education (CBSE) or the guidelines issued by the State Boards on the procedure for CCE should be followed by the Institutions.

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

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

Unit 1: Communication Skill – III			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Total Duration (25 Hrs)**
1. Demonstrate knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	**05**
2. Identify specific communication styles	1. Communication styles-assertive, aggressive, passive-aggressive, submissive, etc.	1. Observing and sharing communication styles of friends, teachers and family members and adapting the best practices 2. Role plays on communication styles.	**10**
3. Demonstrate basic writing skills	1. Writing skills to the following: • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	**10**
Total			**25**

Unit 2: Self-management Skills - III

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Total Duration (25 Hrs)
1. Demonstrate impressive appearance and grooming	1. Describe the importance of dressing appropriately, looking decent and positive body language 2. Describe the term grooming 3. Prepare a personal grooming checklist 4. Describe the techniques of self- exploration	1. Demonstration of impressive appearance and groomed personality 2. Demonstration of the ability to self- explore	10
2. Demonstrate team work skills	1. Describe the important factors that influence in team building 2. Describe factors influencing team work	1. Group discussion on qualities of a good team 2. Group discussion on strategies that are adopted for team building and team work	10
3. Apply time management strategies and techniques	1. Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks.	1. Game on time management 2. Checklist preparation 3. To-do-list preparation	05
Total			25

Unit 3: Information & Communication Technology - III

Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Total Duration (20 Hrs)
1. Create a document on word processor	1. Introduction to word processing. 2. Software packages for word processing. 3. Opening and exiting the word processor. 4. Creating a document	1. Demonstration and practice of the following: • Listing the features of word processing • Listing the software packages for word processing • Opening and exit the word processor • Creating a document	10
2. Edit, save and print a document in word processor	1. Editing text 2. Wrapping and aligning the text 3. Font size, type and face.	1. Demonstration and practising the following: • Editing the text • Word wrapping and alignment	10

	4. Header and Footer 5. Auto correct 6. Numbering and bullet 7. Creating table 8. Find and replace 9. Page numbering. 10. Printing document. 11. Saving a document in various formats.	• Changing font type, size and face • Inserting header and footer • Removing header and footer 1. Using autocorrect option 2. Insert page numbers and bullet 3. Save and print a document	
Total			**20**

Unit 4: Entrepreneurial Skills – III			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Total Duration (25 Hrs)**
1. Describe the significance of entrepreneurial values and attitude	1. Values in general and entrepreneurial values 2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work	1. Listing of entrepreneurial values by the students. 2. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur 3. Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments	10
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	1. Attitudes in general and entrepreneurial attitudes 2. Using imagination/ intuition 3. Tendency to take moderate risk 4. Enjoying freedom of expression and action 5. Looking for economic opportunities 6. Believing that we can change the environment 7. Analyzing situation and planning action 8. Involving in activity	1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude 2. Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities like thematic appreciation test 3. Preparing a short write-up on "who am I" 4. Take up a product and suggest how its features can be improved 5. Group activity for suggesting brand names, names of enterprises, etc.	15
Total			**25**

Unit 5: Green Skills – III

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

Part B: Vocational Skills

Sl. No.	Units	Duration (Hrs)
1.	Essentials of Retailing	30
2.	Consumer Behaviour	30
3.	E-commerce and Online Retailing	35
4.	Product Mapping and SKUs	35
5.	Maintain Catalogues	35
	Total	**165**

Unit 1: Essentials of Retailing			
Learning Outcome	**Theory (10 Hrs)**	**Practical (20 Hrs)**	**Total Duration (30 Hrs)**
1. Identify the functions of a retailer	1.Concept of retailer & retailing 2. The functions of Retailer	1. List out the functions of a retailer 2. Describe the essentials required for retailing business	**05**
2. Evaluate the services to be rendered by retailers to the customers	1. The retailer's service to the customers 2. Who is retailer What do you mean by retailer.	1. Identify the services to be rendered by the retailers.	**05**
3. Identify the essential requirements of retailers	1. Essential requirements of Retailers	1. Distinguish between wholesaler and retailer 2. Identify the essential requirements of retailers	**06**
4. Identify organized and unorganized retailing	1. Meaning of organized and unorganized retailing 2. Various organized retail units 3. Various unorganized retail units	1. Differentiate between organized and unorganized retail businesses 2. List out organized & unorganized retail formats	**07**
5. Classify the various formats of store and non-store retailing	1. Describe various formats of store and non-store retailing.	1. Differentiate between various formats of store and non- store retailing	**07**
Total			**30**

Unit 2: Consumer Behaviour

Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Analyze the buying population for competitive advantage	1. Meaning of consumer behaviour 2. Population analysis 3. Demographic analysis 4. Geographic analysis	1. Identify the Demographic Analysis 2. Visit to the business organization and to find out the population for competitive advantage.	06
2. Demonstrate the consumer buying behaviour	1. Buying considerations 2. Buying situations 3. Buying centers 4. Buying influences	1. Group discussion on Consumer buying behaviour Visit to the business organization and to identify the consumer buying behaviour	05
3. Demonstrate the consumer buying process.	1. Consumer Buying Process 2. Consumer decision making process. 3. Buying Scenes which are customers' preferred places of purchase. 4. Consumer online buying process	1. Visit to the business organization and to observe the consumer buying process.	05
4. Identify the factors influencing the consumer behaviour	. Factors influencing the consumer behaviour 2. Marketing factors 3. Personal factors 4. Psychological factors 5. Situational Factors 6. Social factors 3. Cultural factors	Visit to the marketing organization to identify the factors influencing the consumer behaviour.	08
5. Identify the role of digital Cataloguer in consumer buying process	1. Role of digital cataloguer in consumer buying process.	1. Demonstrate role of digital cataloguer in consumer buying process.	06
Total			**30**

Unit 3: E-commerce and Online Retailing

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
1. Explain e-commerce and online retailing	1. Meaning of E-commerce 2. Meaning of online retailing 3. Basic concepts of online retailing	1. Role Play on the seller activation executive in e-commerce system.	07

Unit 3: E-commerce and Online Retailing			
Learning Outcome	**Theory (15 Hrs)**	**Practical (20 Hrs)**	**Total Duration (35Hrs)**
	4. Role, Utility and benefits of Information and communication Technology 5. Advantages and shortcomings of online retailing	2. Presentation on importance of ICT for the seller activation executive.	
2. Identify Online retailing resources	Guide to online resources 1. Affiliate 2. Marketing 3 Content management 4. Customer service 5. Delivery service 6. E-commerce system 7. E-mail marketing 8 Fulfilment service 9 Order management 10 Payment processing 11 Performance monitoring 12 Return processing 13 Search engine marketing 14 Web analytics 15 Web design/hosting	1. Demonstrate all online retailing resources.	08
3. Discuss Customer relationship management for online retailing	1. Goals of CRM 2. Principles of CRM 3. Customer loyalty 4. strategic foundation of customer relationship management 5. Online pricing 6. Promotional strategy	1. Discuss the importance of CRM for the job role of seller activation executive. 2. Prepare a CRM chart.	07
4. Describe Online-Retailing Application	1. Online-retailing practices 2. Online merchandising techniques 3. Online Store management 4. Online brand management 5. Online promotion	1. Group discussion on brand management 2. Game activity on online merchandising techniques.	06
5. Explain e-commerce procedure and current trends of online-retailing	1. Basic concept of e-commerce 2. Various e-commerce models 3. E-commerce payments and securities 4 Digital cash, smart card, Bluetooth technology 5. Current trends of e-retailing	1. Prepare a chart on various e-commerce models 2. Presentation on the use of the recent technology in online e-retailing.	07
Total			35

Unit 4: Product Mapping and SKUs

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
1. Describe Product Mapping and SKUs	1. Meaning of Product Mapping 2. Meaning of SKUs 3. Recent cases on product mapping	1. Presentation on Product Mapping 2. Discuss recent cases on product mapping	**06**
2. Demonstrate to Satisfy customer needs and methods of communication	1. Understanding customer needs 2. Online customer attitudes towards the merchandise / brands 3. Customer needs with respect to merchandise category 4. Methods to communicate the merchandise in an online platform	1. Demonstrate product catalogue. 2. Presentation on methods to communicate the merchandise in an online platform.	**08**
3. Update self on e-commerce	Update self on :- • Comparative features and benefits of merchandise from other e-commerce players • Competitor's online product presentations coordinate with teams to ensure development of accurate product descriptions as per category norms.	1. Find out how Competitors are demonstrating product online.	**07**
4. List out products and map SKUs accurately.	1. Listing and mapping of products in a manner that improves ease of navigation and search 2. Ensure accuracy of products against uploaded images in pages/leaves created 3. Periodic updates to existing product listings for prices, offers, quantity etc.	1. Activity on listing and mapping of products. 2. Discuss the periodic updates to existing product listings for prices, offers and quantity.	**08**

Unit 4: Product Mapping and SKUs

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
	4. Mapping of : • listed products/SKUs to listed vendors • Additional SKUs to listed products		
5.Identify consumer attitude towards online navigation and online shopping and best practices in digital cataloguing	1. Meaning of consumer attitude 2. Meaning of online shopping and digital cataloguing 3. Consumer attitude towards online shopping 4. Best practices in digital cataloguing	1. Select 30 people and survey about consumer attitudes towards online shopping. 2. Search best practices in digital cataloguing.	06
Total			**35**

Unit 5: Maintain Catalogues

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
1. Explain Quality standards for maintaining catalogues and	1. Meaning of quality standards 2. Maintaining catalogues 3. Work closely with category teams to conform to brand and sales requirements	1. Demonstrate how to maintain catalogues. 2. Learn how to identify brand and sales requirements	06
2.Certify correct mapping of products and product descriptions.	1. Correct mapping of • Products and product descriptions to the photographs being showcased/displayed • Photographic nuances that enhance the aesthetic aspects of the merchandise and increase impact and movement on the page	1. Presentation on correct mapping of :- 1. Products 2. Product description	08
3.Demonstrate usage of editing softwares	1.Consumer behaviour towards merchandise categories 2. Usage of editing softwares	1. Prepare a data sheet on excel software. 2. Demonstrate editing softwares.	07

Unit 5: Maintain Catalogues			
Learning Outcome	**Theory (15 Hrs)**	**Practical (20 Hrs)**	**Total Duration (35 Hrs)**
	• Usage of editing software's that impacts photo quality • Softwares used are excel, word, and digital softwares 3. Visual Communication and Application 4. Process of mapping listed products		
4. Ensure visual communication used in the catalogue/digital pages	1. Visual communication being used in the catalogue/digital pages • Conduct timely product audit on the digital marketplace Categories of products being sold • Concept of digital visual communication • Availability of content and digital capabilities within the organization • Quality parameters involved in digital cataloguing • Possible errors in listing of products and how to prevent the same	1. Prepare a chart on Digital visual communication 2. Presentation on Digital visual communication	07
5. Demonstrate Professional Skills and analytical skills required for Digital cataloguer	1. Responsibilities of the Digital Cataloguer 2.Organize and upload product images in an accurate manner relevant to the product description 3. Design and develop a visual communication and keeping the customer buying behaviour in mind 4. Interpret and infer data 5.Breakdown complex problems into single and manageable components within his/her area of work 6. Analyse relevant portals to identify consumer behaviour	1. Demonstrate design and develop a visual communication. 2. Presentation on responsibilities of digital cataloguer	07

Unit 5: Maintain Catalogues			
Learning Outcome	**Theory (15 Hrs)**	**Practical (20 Hrs)**	**Total Duration (35 Hrs)**
	with respect to logic adopted for the layout		
Total			**35**

CLASS 12

Part A: Employability Skills

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

Unit 1: Communication Skills – IV			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Total Duration (25 Hrs)**
1. Describe the steps to active listening skills	1. Importance of active listening at workplace 2. Steps to active listening	1. Demonstration of the key aspects of becoming active listener 2. Preparing posters of steps for active listening	10
2. Demonstrate basic writing skills	2. Writing skills to the following: • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	15
Total			**25**

Unit 2: Self-management Skills –IV			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Total Duration (25 Hrs)**

1. Describe the various factors influencing self-motivation	1. Finding and listing motives (needs and desires); 2. Finding sources of motivation and inspiration (music, books, activities); expansive thoughts; living fully in the present moment; dreaming big	1.Group discussion on identifying needs and desire 2. Discussion on sources of motivation and inspiration	**10**
3. Describe the basic personality traits, types and disorders	1. Describe the meaning of personality 2. Describe how personality influence others 3. Describe basic personality traits 4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive	1. Demonstrate the knowledge of different personality types	**15**
Total			**25**

Unit 3: Information & Communication Technology Skills – IV			
Learning Outcome	**Theory (08 hrs)**	**Practical (12 hrs)**	**Total Duration (20 Hrs)**
1. Perform tabulation using spreadsheet application	1. Introduction to spreadsheet application 2. Spreadsheet applications 3. Creating a new worksheet 4. Opening workbook and entering text 5. Resizing fonts and styles 6. Copying and moving 7. Filter and sorting 8. Formulas and functions 9. Password protection. 10. Printing a spreadsheet. 11. Saving a spreadsheet in various formats.	1. Demonstration and practice on the following: • Introduction to the spreadsheet application • Listing the spreadsheet applications • Creating a new worksheet • Opening the workbook and enter text • Resizing fonts and styles • Copying and move the cell data • Sorting and Filter the data • Applying elementary formulas and functions • Protecting the spreadsheet with password • Printing a spreadsheet • Saving the spreadsheet in various formats.	**10**
2. Prepare presentation using presentation application	1. Introduction to presentation 2. Software packages for presentation 3. Creating a new presentation	1. Demonstration and practice on the following:	**10**

	4. Adding a slide 5. Deleting a slide 6. Entering and editing text 7. Formatting text 8. Inserting clipart and images 9. Slide layout 10. Saving a presentation 11. Printing a presentation document.	• Listing the software packages for presentation • Explaining the features of presentation • Creating a new presentation • Adding a slide to presentation. • Deleting a slide • Entering and edit text • Formatting text • Inserting clipart and images • Sliding layout • Saving a presentation • Printing a presentation document	
Total			**20**

Unit 4: Entrepreneurial Skills – IV			
Learning Outcome	**Theory** **(10 hrs)**	**Practical** **(15 hrs)**	**Total Duration** **(25 Hrs)**
1. Identify the general and entrepreneurial behavioural competencies	1. Barriers to becoming entrepreneur 2. Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity	1. Administering self- rating questionnaire and score responses on each of the competencies 2. Collect small story/ anecdote of prominent successful entrepreneurs 3. Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies 4. Preparation of competencies profile of students	10
2. Demonstrate the knowledge of self-assessment of behavioural competencies	1. Entrepreneurial competencies in particular: self - confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building	1. Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity	15

Unit 4: Entrepreneurial Skills – IV

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Total Duration (25 Hrs)
Total			25

Unit 5: Green Skills – IV

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

Part B–Vocational Skills

Sl. No.	Units	Duration (Hrs)
1.	Unit 1: E-marketing and Internet Business	35
2.	Unit 2: Selling Activities	30
3.	Unit 3: Company Policies and Statutory Regulations	30
4.	Unit 4: Category Management	35
5.	Unit 5: Internal and External Stakeholders	35
	Total	**165**

Unit 1: E-marketing and Internet Business			
Learning Outcome	**Theory (10 Hrs)**	**Practical (20 Hrs)**	**Total Duration (35 Hrs)**
1. Discuss the concept of e-marketing	1. Meaning of e-marketing 2. Various objectives of e-marketing	1. Explain the meaning of e-marketing 2. **Group discussion on** Concept and objectives of e-marketing 3. Make a brief note on 5 companies which are engaged in e-marketing	**08**
2. State the importance, advantages and	1. Significance of e-marketing 2. Advantages and shortcomings of e-marketing	1. Analyze the importance of e-marketing	**06**

Unit 1: E-marketing and Internet Business

Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
shortcomings of e-marketing		2. Enlist various advantages and limitations of e-marketing	
3. Differentiate e-marketing v/s Traditional marketing	1. Discuss how to compare traditional marketing with e-marketing 2. Differences in traditional & e-marketing	1. Make distinction between e-marketing and traditional marketing 2. Identify the steps involved in traditional & e-marketing	06
4. Appraise the concept of Internet Business and its objectives	1. Concept of internet business 2. Classify various objectives of internet business	1. Enlist the objectives of internet business 2. Practice the different objectives	06
5. Establish customer needs	1. Observe the behavior of customers in a retail environment & guide 2. Provide logical, intelligent or creative suggestions 3. Preferences of different types of customers 4. Provide appropriate assistance, information or advise, at appropriate stages	1. Need to customer queries about the products and supplies 2. Confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections. 4. Provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions	09
Total			35

Unit 2: Selling Activities

Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Identify Online selling activities	1. Meaning of sales and various selling activities 2. Role of digital cataloguer in selling activities 2. Maintain relation with other stakeholders	1. Demonstrate selling activiites. 2. Presentaiton on how to maintain relation with stakeholders.	08
2. Demonstrate Support to the customers	1. Customers information and advice on Special products 2. Company Policy on customer services	1. Visit to the Retail Store and observe how to demonstrate the features	08

Unit 2: Selling Activities

Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
	3. Effective demonstration on Specialized products 4. Handling responses	and operations of special products. 2. Search on the internet how the seller attracts the customer.	
3. Discuss Maximize sale of good & services and provide post-sale service support	Procedure to increase the sale of particular products 2. Promotional aspects 3. Seasonal trends & promotional opportunities 4. Techniques for inquiring customers 5. Procedure for personalized services and post-sale services 6. Company standards for customers services	Prepare project on Maximization of the sales 2. Conduct survey on post-sale services provided	07
4. Ensure positive image in the customers mind and resolve concerns	1. Customer satisfaction 2. Communicate information to the customers properly 3. Handle Spot customers problems 4. Collect customers feedback regularly 5 solving problem online	1. How to attract customers online with good communication and resolve their problems	07
Total			30

Unit 3: Company Policies and Statutory Regulations

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Explain about Company policies and statutory regulations related to sales and services	1. Company policies with Buyer and category manager • Collect desired layout of products • Relevant descriptions of products as required by buyer and category manager 2. Information about product • Share photographs, description	1. Visit an organization and discuss with the manager about company policies. 2. Discuss about statutory regulations related to sales and services.	09

	• Other relevant information with respect to products as received from sellers/ vendors		
2. Validate information with respect to company policies , seek approval and collect feedback	3. Validate Information about • Validate photographs, descriptions • Other relevant information with respect to company and brand policies • Validate the updated information with concerned stakeholders and get the same uploaded on the website 4. Seek approval from concerned stake holders on digital pages as well as pages/leaves in the online catalogue 5. Collect feedback in an accurate maner	1. Visit an organisation and discuss about how to validate information and seek approval from concerned stakeholders on digital pages as well as pages/leaves in the online catalogue.	09
3. Identify guidelines of handling sales management	1. Guidelines for deal with customers 2. Company policies 3. Credit collection 4. Record receipt from customers 5 Sort out the problems and settle legally	1. Prepare a chart on company policies for customers. 2. Presentation on how to sort out customer problems	06
4. Explain Procedure of Returned goods.	Terms & Conditions of Returning goods 2. Company policies 3. Replacement procedure 4. Refund procedure 5. Update the Stock Control System 6. Move returned good to the correct place.	1. Presentation on terms and conditions of returning goods. 2. Demonstrate how to move returned goods to the correct place.	06
Total			**30**

Unit 4: Category Management			
Learning Outcome	**Theory (15 Hrs)**	**Practical (20 Hrs)**	**Total Duration (35 Hrs)**
			07

1. Explain the meaning of category management	1. Concept category management 2. Categories of products being sold 3. 3. Features, Advantages and benefits of products 1. Category Specifications with respect to grouping and sub-grouping of products. 2. Group Products as per their sub-categories and hierarchies.	1. Prepare a chart on category management 2. Presentation on features, advantages and benefits of products	
2. Collect information about brand strategies	1. Strategies of comparative brands with respect to catalogues/page designs and site layout. 2. Collect information about • Industry and Market information products 3. Policies with respect to data transfer to from business partners. 4. Availibity of content and digital capabilities within the organization. 5. Computer proficiency skills Excel and word 6 Collate simple data when required 7.Populate documents related to listing of products	1. Methods of collecting industry and market information. 2. Group discussion on Strategies of comparative brands with respect to catalogues 3. Visit an organization and find out policies with respect to data transfer and availability of content and digital capabilities within the organization.	**08**
3. Demonstrate Communication Skills	1. Meaning of Communication Skills 2. Effective communication 3. Importance of communication in category management	1. Game activity on communication skills 2. Presentation on importance of effective communication	**05**
4. Demonstrate communication skills and customer buying decision	2. Internal teams to explain and understand relevant information to ensure an efficient and aesthetically appealing online catalogue/digital pages 3. Use gesture or simple words to communicate 4. Behaviour for customer buying decision 5. Importance of features,advantages and	1. Demonstrate non-verbal communication 2. Presentation on behaviour for customer buying decision	**08**

Learning Outcome	Theory	Practical	Total Duration
	benefits in customer buying decision 5.Position the products and the importance of features, advantages and benefits of customer buying decision		

5. Demonstrate reading skills	1. Reading skills:
	  • Documents related to categories of products being sold.
	  • Read information on products with respect to their features, advtantages and benefits
	2. Apply, Analyze, and Evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action
		1. Practice reading skills: Documents related to categories of products.
		
		1. Practice apply analyse and evaluate the informations.
			07

Total			**35**

Unit 5: Internal and External Stakeholders			
Learning Outcome	**Theory (15 Hrs)**	**Practical (20 Hrs)**	**Total Duration (35 Hrs)**
1 Identify Stakeholders and co-ordinate them	1. Meaning of Stakeholders 2. Types of Stakeholders 3. Concept of Product listings 3. Coordinating with stakeholders within the company 4. Co-ordinating with vendors 5. Co-ordinate with vendors to ensure information is available in the desired form and in accurate formats. 6. Co-ordinate with vendors for products, product descriptions and supporting documents	1. Presentation on internal and external stakeholders 2. Group activity on co-ordination with stakeholders, vendors.	**09**

2. Describe Interaction with category maangers and internal process	1. Interact with category managers to understand specified listing structure 2. Interact with category managers to identify products to be displayed as per specified structure 3. Internal process that need to be followed for liting to go live 4. Interact with various internal departments to ensure product listings go live	1. Demonstrate interaction with category managers to identify products. 2. Group activity on internal process	**08**
3. Describe Marketing plans, policies and promotions	1.Market plans and promotions within the organization 2. Possible errors in listing of products and how to prevent the same 3. Policies with respect to data transfer and from business transfer 4. Avaiibility of content and digital capabilities within the organization. 5. Business policies with respect ot listing/adding	1. Game activity on Market plans and promotions 2. Presentation on business policies	**06**
4. Understand customer needs while co-ordinating with stakeholders for product listings	1. Organize necessary work processes for smooth integration to digital platform 2. Understand customer needs, preference and interest in mind 3. Think, evaluate the possible solution and adopt an optimum best possible solution.	1. Demonstrate customer needs 2. Discuss how to organise Digital platform.	**06**
5. Interpret, infer data and break down complex problems	Interpret and infer data Break down complex problems into single and manageable components	1. Practice data interpretation and analysis.	**06**

	within his/her area of work Analyses relevant portals/leaves and corresponding data to identify consumer behavior with respect to logic adopted for the layout Apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action	2. Prepare chart on consumer behaviour 3. Demonstrate analysis of information.	
Total			**35**

6. ORGANISATION OF FIELD VISITS

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

Visit a retail store and observe the following: Location, Site, Mother block, Office building, Store Layout, Arranging products in Racks, Store Design, Signage, Display of Products, Arranging Products into Gondolas, Billing Counter, Baggage of Products, Information Counters, etc. During the visit, students should obtain the following information from the owner or the supervisor or manager of the retail store:

1. Area under retail store and its layout
2. Types of retail stores
3. Type of racks used
4. Store layout and design
5. Goods receiving procedure
6. Product Catalogues
7. Storage of goods
8. Maintain stock levels
9. Communication between digital cataloguer and customers
10. Communication between digital cataloguer and other stakeholders of the retail store
11. Segmentation of products and their catalogues
12. Arranging products in racks, Gondolas etc.
13. Types of signage's its usefulness
14. Duties and responsibilities of digital cataloguer
15. Traditional billing system
16. Computerised billing system
17. Manpower engaged
18. Display of products
19. Total expenditure of retail store
20. Total annual income
21. Profit/Loss (Annual)
22. Any other information

7. LIST OF EQUIPMENT AND MATERIALS

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

Material Required for Digital Cataloguer

1. Shelves for Stacking Products
2. Shopping Cart
3. Signage Board Retail
4. Offer / Policy Signage
5. Big Poster (at POS) for offer related advertisement
6. Gondola
7. Products for display (Dummy Cameras and Mobiles)
8. Danglers
9. Coupons and Vouchers
10. Carry Bags
11. Physical Bill Copy
12. Bar Code Machine
13. Customer Feedback Form
14. Safety and security equipments on site
    - *Fire extinguisher*
    - *Security cameras*
    - *LCD screens*
    - *Safety sign boards*
    - *Personal protective equipments (PPE) like gloves, helmets, jackets, harness etc.*
    - *Locking systems*
15. Housekeeping equipments on site
    - *Vacuum cleaner*
    - *Mops*
    - *Cleaning chemicals*
    - *Cleaning Robots*
    - *Air purifiers*
    - *Filtering machines*
    - *Spill Absorbents*
    - *Termite treatment*

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

8. VOCATIONAL TEACHER'S/ TRAINER'S QUALIFICATION AND GUIDELINES

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

Sl. No.	Qualification	Minimum Competencies	Age Limit
1.	Graduate or Diploma in Retail Management, P.G. Diploma in Marketing with at least 50% marks and 1 year teaching / work experience. Preference given to higher education with MBA (Retail Marketing) and/ or PG Diploma in Retail Management.	• Effective communication skills (oral and written) • Basic computing skills. • Technical competencies (e.g. in areas such as marketing, sales promotion, store maintenance, marketing and merchandising etc.)	18-37 years Age relaxation to be provided as per Govt. rules.

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

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

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

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

OR

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

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

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

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

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

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

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

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

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

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

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

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

9. LIST OF CONTRIBUTORS

1. **P. Veeraiah**
   Associate Professor
   Department of Business & Commerce,
   PSSCIVE, Bhopal
   Email: vp672000@gmaill.com Mob: 08989014432, 09893332807

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 013, M.P., India