

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: Distributor Salesman**

(QUALIFICATION PACK: Ref. Id. RAS/Q0604)

**SECTOR: Retail**

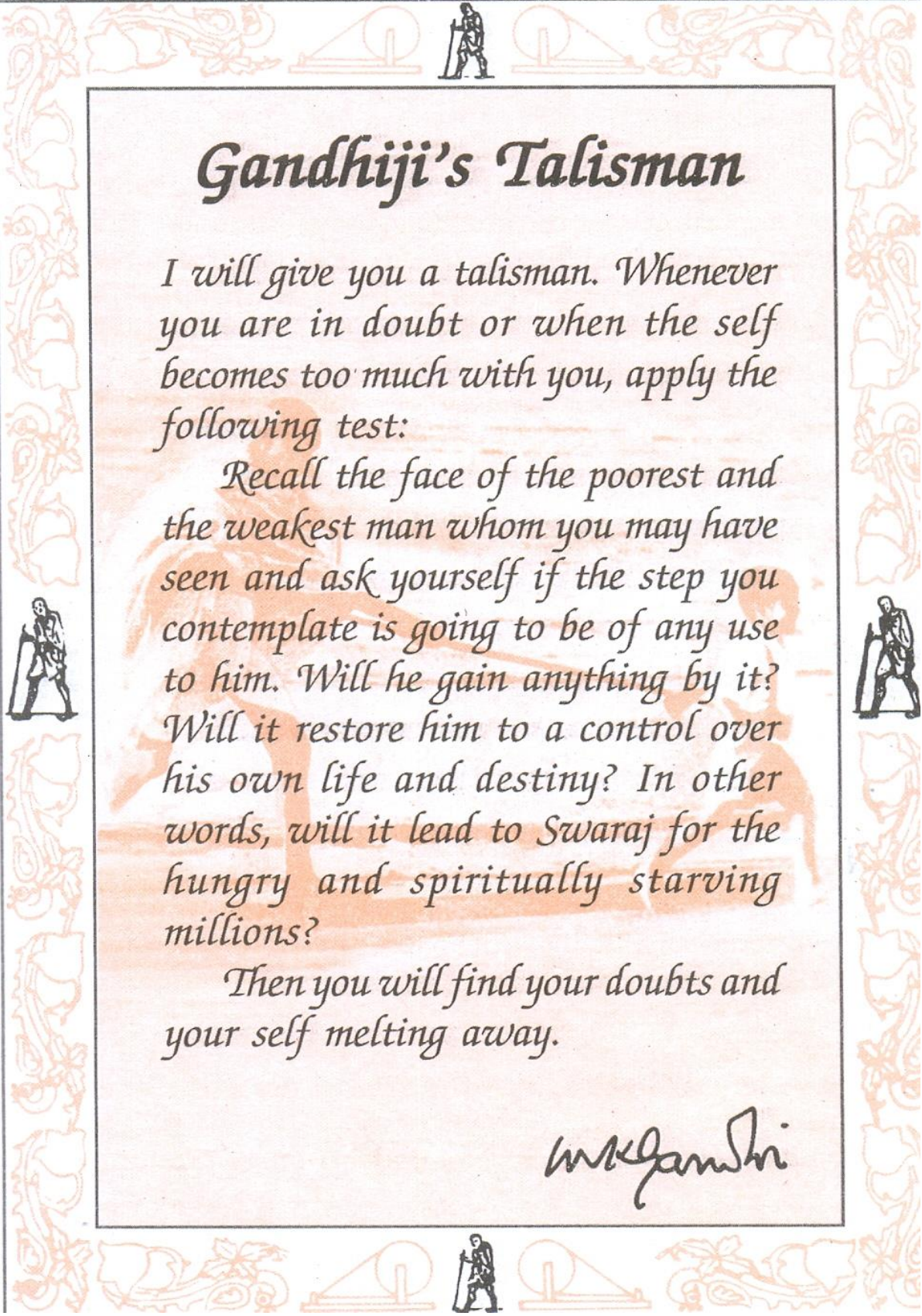
**Classes 11 and 12**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

**Shyamla Hills, Bhopal- 462 013, M.P., India**

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



## Gandhiji's Talisman

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

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

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

*M.K. Gandhi*

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CURRICULUM**

**Retail – Distribution Salesman**

**Feb, 2020**

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**Published by:**

Joint Director  
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# FOREWORD

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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 the 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 the *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 package for the job role of **Distribution Salesman (RAS/Q0604)**. 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 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

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

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

The PSSCIVE firmly believes that the vocationalisation of education in the nation need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 100 job roles in various sectors.

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

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

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

RAJESH P. KHAMBAYAT

*Joint Director*

*PSS Central Institute of Vocational Education*

## ACKNOWLEDGEMENTS

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

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of RMSA, MHRD, RMSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and Retailers Association Skill Council of India (RASCI) for their academic support and cooperation.

We are grateful to the expert contributors for their earnest effort and contributions in the development of this learning outcome based vocational curriculum. Their names are acknowledged in the list of contributors.

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

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

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

PSSCIVE Team



# CONTENTS

S.No.	Title	Page No.
	Foreword	(i)
	Preface	(ii)
	Acknowledgements	(iii)
1.	Course Overview	1
2.	Scheme of Units	3
3.	Teaching/Training Activities	4
4.	Assessment and Certification	5
5.	Unit Content	
	<b>CLASS 11</b>	
	<b>Part A Employability Skills</b>	
	Unit 1: Communication Skills -III	7
	Unit 2: Self-management Skills -III	8
	Unit 3: Information and Communication Technology Skills - III	9
	Unit 4: Entrepreneurial Skills - III	9
	Unit 5: Green Skills - III	10
	<b>Part B Vocational Skills</b>	
	Unit 1: Essentials of Marketing	11
	Unit 2: Distribution Marketing	12
	Unit 3: Product Knowledge and Merchandising	13
	Unit 4: Understanding Business	14
	Unit 5: Launching of Products	14
	<b>CLASS 12</b>	
	<b>Part A Employability Skills</b>	
	Unit 1: Communication Skills -IV	16
	Unit 2: Self-management Skills -IV	16
	Unit 3: Information and Communication Technology Skills - IV	17
	Unit 4: Entrepreneurial Skills - IV	18
	Unit 5: Green Skills - IV	18
	<b>Part B Vocational Skills</b>	
	Unit 1: Wholesale Sales Management	19
	Unit 2: Analyze Current Stock and Avoid Overstocking	21
	Unit 3: Process of Order and Stocking	22
	Unit 4: Credit Management	23
	Unit 5: Building Personal Relationship with Trade	24
6.	Organisation of Field Visits	24
7.	List of Equipment and Materials	25
8.	Vocational Teacher's/ Trainer's Qualification and Guidelines	26
9.	List of Contributors	29

# 1. COURSE OVERVIEW

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## **COURSE TITLE: Retail – Distributor Salesman**

Marketing environment in India has undergone a sea change in the last few years. Gone are the days when a business could run without the wheels of marketing. It is issue for any business, whether it is a corporate house or a small establishment. Those who failed to realize the importance of present day of marketing have disappeared from the sea of cutthroat competition. Today, marketing decides whether a business will survive and flourish or down. Marketing is all about knowing the needs of the customer and fulfilling them in the best possible way to the satisfaction of customers.

With a growth in the trade and industry, the scope for selling has increased substantially during the past few decades. Persuasive selling skills are being used not only by organizations whose objective is to earn profit but also by nonprofit organizations such as hospitals, clubs, social organizations, and so on. Because varied nature of the selling activities, professional selling has developed into a specialized area of management. Recognizing its scope and importance, PSSCIVE developed a specialized vocational course in Marketing and Salesmanship, a few years back.

However, as a result of adoption of new economic policies, the marketing environment in the country is changing fast. This brings with it new challenges and opportunities in the field of selling. For example, lot of emphasis is being put on direct selling these days. This has been possible because of the developments in the field of telecommunication. As a result, the horizons of marketing have widened. In order to incorporate some of these changes and to make the course more useful and meaningful in achieving its objectives, PSSCIVE has been from time to time organizing workshops to review the existing curriculum in this area. It was recently reviewed the available job opportunities in the field of selling and made an analysis of the tasks performed by sales people and the needed knowledge and skills to perform those tasks well. On the basis of such analysis, a thoroughly revised and structured course of study has been prepared, with emphasis on imparting practical skills. It is hoped that the present exercise will prove useful in making the course self-employable and create Job Opportunities. It would help in familiarizing the student with new concepts, new trends, new techniques and new methods and develop vocational skills in the area of Marketing & Sales Management.

Distributor salesman is a job role that describes the skills and knowledge required to make effective sales calls, provides information on pending bills, display payments and delivery status to outlets, build good personal relationship with traders and handle objections.

Distributor salesman visits retail/wholesale outlets as per daily route plan and makes sales call. He/She using relevant selling aids like handhelds to increase productivity, achieve sales targets and demonstrate commanding knowledge of the trade being serviced by him/her and the existing competitors. He/She searched and identifies new outlets to increase sales of the products, provide services, and solving problems related to products and company being represented by the salesman. He/She creates demand at point of sale by creating visibility for products putting POSM (point of sales material). This job role also focussed on the visibility of the merchandising elements like counter top/shelves or racks depending on the category of products he/she sells. Therefore, he/she needs to influence and own the execution standard of availability and in store visibility.

He/she needs to be physically fit to withstand working in a retail environment and good interpersonal and listening skills. He/She interacts with traders/retailers to understand their needs to service them with sales relevant product offerings. He/She maintains cordial relationship within the team and the trade. It is the relationship that maintain and improves the marketing activities. They carry sell out operations like displaying products and merchandise. He/She ensures right productivity of assets given by company as a solution for creating demand at point of sales.

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

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system;
- Demonstrate the basic skills of using computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- Apply up-to-date knowledge on product details, schemes, merchandising, POP material product samples, new/focus SKU.
- Benchmark own product with that of competitors as per the norms and accordingly make own products available at an outlet
- Demonstrate the knowledge and skills of overall sales and productivity targets.
- Develop skills and knowledge to have correct information's on pending bills, display payments and delivery status to outlets.
- Set productivity parameters and targets.
- Maintain product availability/benchmarking norms and launch plan.
- Classify outlets by type and profile.
- Maintain routes.
- Understand Organisational guidelines for stock out and stock replenishment cycle of the organisation.
- Demonstrate sales calls process and procedures as defined by the organisation.
- Prepare schemes and promotions own as well as competition.
- Maintain freshness norms, stock rotation, and stock return norms of the organisation.
- Estimate sales, stock requirement for the outlet.
- Identify stock movement at an outlet level and perform stock rotation if needed.
- Demonstrate negotiation and convincing skills for range selling.
- Demonstrate stocking.
- Practice credit and collection norms of the distributor and the organisation.
- Display payment norms, delivery norms of the organisation and outlet wise status.
- Build good personal relationship with trade.
- Demonstrate negotiation and convincing skills.

**COURSE REQUIREMENTS:** The learner should have the basic knowledge of commerce, management specially 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 and Departmental – Manager.

<b>COURSE DURATION:</b>	<b>600 hrs</b>
	Class 11 : 300 hrs
	Class 12 : 300 hrs
<b>Total</b>	<b>: 600 hrs</b>

## 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:

<b>CLASS 11</b>			
<b>Units</b>		<b>No. of Hours for Theory and Practical 300</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	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	
		<b>110</b>	
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Essentials Marketing	30	40
	Unit 2: Distribution Marketing	30	
	Unit 3: Product Knowledge and Merchandising	35	
	Unit 4: Understanding Business	35	
	Unit 5: Productivity Targets	35	
		<b>165</b>	
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/ Student Portfolio	10	10
	Viva Voce	05	05
		<b>15</b>	<b>15</b>
	<b>Total</b>	<b>300</b>	<b>100</b>

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

<b>CLASS 12</b>			
<b>Units</b>		<b>No. of Hours for Theory and Practical 300</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	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	
		<b>110</b>	
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Wholesale Sales Management	30	40
	Unit 2: Analyze Current Stock and Avoid Overstocking	35	
	Unit 3: Process of Order and Stocking	40	
	Unit 4: Credit Management	30	
	Unit 5: Building Personal Relationship with Trade	30	
		<b>165</b>	
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		<b>15</b>	<b>15</b>
	<b>Total</b>	<b>300</b>	<b>100</b>

### 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**

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**U**pon 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
	<b>Total</b>	<b>5x1=5</b>	<b>10x2=20</b>	<b>5x3=15</b>	<b>40 (20 questions)</b>

### **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.

## 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
	<b>Total</b>	<b>110</b>

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	<b>05</b>



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.	<b>10</b>
3. Demonstrate basic writing skills	1. Writing skills to the following: <ul style="list-style-type: none"> <li>• Sentence</li> <li>• Phrase</li> <li>• Kinds of Sentences</li> <li>• Parts of Sentence</li> <li>• Parts of Speech</li> <li>• Articles</li> <li>• Construction of a Paragraph</li> </ul>	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	<b>10</b>
<b>Total</b>			<b>25</b>

<b>Unit 2: Self-Management Skills – III</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>
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	<b>10</b>
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	<b>10</b>
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	<b>05</b>
<b>Total</b>			<b>25</b>

<b>Unit 3: Information &amp; Communication Technology - III</b>			
<b>Learning Outcome</b>	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>	<b>Total Duration (20 Hrs)</b>
1. Create a document on the word processor	<ol style="list-style-type: none"> <li>1. Introduction to word processing.</li> <li>2. Software packages for word processing.</li> <li>3. Opening and exiting the word processor.</li> <li>4. Creating a document</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practice of the following:                             <ul style="list-style-type: none"> <li>• Listing the features of word processing</li> <li>• Listing the software packages for word processing</li> <li>• Opening and exit the word processor</li> <li>• Creating a document</li> </ul> </li> </ol>	<b>10</b>
2. Edit, save and print a document in word processor	<ol style="list-style-type: none"> <li>1. Editing text</li> <li>2. Wrapping and aligning the text</li> <li>3. Font size, type and face.</li> <li>4. Header and Footer</li> <li>5. Auto correct</li> <li>6. Numbering and bullet</li> <li>7. Creating table</li> <li>8. Find and replace</li> <li>9. Page numbering.</li> <li>10. Printing document.</li> <li>11. Saving a document in various formats.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practising the following:                             <ul style="list-style-type: none"> <li>• Editing the text</li> <li>• Word wrapping and alignment</li> <li>• Changing font type, size and face</li> <li>• Inserting header and footer</li> <li>• Removing header and footer</li> </ul> </li> <li>1. Using autocorrect option</li> <li>2. Insert page numbers and bullet</li> <li>3. Save and print a document</li> </ol>	<b>10</b>
<b>Total</b>			<b>20</b>

<b>Unit 4: Entrepreneurial Skills – III</b>			
<b>Learning Outcome</b>	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>	<b>Total Duration (25 Hrs)</b>
1. Describe the significance of entrepreneurial values and attitude	<ol style="list-style-type: none"> <li>1. Values in general and entrepreneurial values</li> <li>2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work</li> </ol>	<ol style="list-style-type: none"> <li>1. Listing of entrepreneurial values by the students.</li> <li>2. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur</li> <li>3. Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments</li> </ol>	<b>10</b>
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	<ol style="list-style-type: none"> <li>1. Attitudes in general and entrepreneurial attitudes</li> <li>2. Using imagination/ intuition</li> <li>3. Tendency to take moderate risk</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude</li> <li>2. Demonstrating and identifying own entrepreneurial attitudes</li> </ol>	

	<ol style="list-style-type: none"> <li>4. Enjoying freedom of expression and action</li> <li>5. Looking for economic opportunities</li> <li>6. Believing that we can change the environment</li> <li>7. Analyzing situation and planning action</li> <li>8. Involving in activity</li> </ol>	<p>during the following micro lab activities like thematic appreciation test</p> <ol style="list-style-type: none"> <li>3. Preparing a short write-up on "who am I"</li> <li>4. Take up a product and suggest how its features can be improved</li> <li>5. Group activity for suggesting brand names, names of enterprises, etc.</li> </ol>	<b>15</b>
<b>Total</b>			<b>25</b>

<b>Unit 5: Green Skills – III</b>			
<b>Learning Outcome</b>	<b>Theory (07 hrs)</b>	<b>Practical (08 hrs)</b>	<b>Total Duration (15 Hrs)</b>
1. Describe importance of main sector of green economy	<ol style="list-style-type: none"> <li>1. Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management</li> <li>2. Policy initiatives for greening economy in India</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparing a poster on any one of the sectors of green economy</li> <li>2. Writing a two-page essay on important initiatives taken in India for promoting green economy</li> </ol>	<b>08</b>
2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy	<ol style="list-style-type: none"> <li>1. Stakeholders in green economy</li> <li>2. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries</li> </ol>	<b>07</b>
<b>Total</b>			<b>15</b>

## Part B: Vocational Skills

Sl. No.	Units	Duration (Hrs)
1.	Unit 1: Essentials of Marketing	30
2.	Unit 2: Distribution Marketing	35
3.	Unit 3: Product Knowledge and Merchandising	40
4.	Unit 4: Understanding Business	30
5.	Unit 5: Launching Product	30
	<b>Total</b>	<b>165</b>

<b>Unit 1: Essentials of Marketing</b>			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Understand meaning and importance of marketing and marketing concepts.	1. Meaning of Marketing. 2. Definitions of Marketing. 3. Importance of Marketing. 4. Concepts of Marketing: production, Product, Selling, Marketing, Societal	1. Visit the marketing agency and identify what kind of marketing activities they perform. 2. Group discussion on importance of marketing.	<b>08</b>
2. Classify the functions of marketing.	1. Functions of Exchange 2. Functions of physical 3. distribution 4. Facilitating functions	1. Visit the business organization and list out the functions of marketing undertaking by it. 2. Prepare notes on problems and prospects in handling each and every function of marketing	<b>07</b>
3. Demonstrate the exchange functions of marketing	1. Order processing 2. Warehousing 3. Transport 4. Delivery schedule 5. Packaging	1. Visit the business organization and list out the exchange functions. 2. Demonstrate order processing function, warehousing function, transport function.	<b>08</b>
4. Demonstrate the facilitative functions of marketing	1. Financing 2. Risk Bearing 3. Standardization 4. Grading Marketing information	1. Visit the business organization and identify it's facilitate functions of marketing. 2. Group discussion on importance of marketing information	<b>07</b>
<b>Total</b>			<b>30</b>

<b>Unit 2 Distribution Marketing</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35 Hrs)</b>
1. Classify the marketing or distribution channels	<ol style="list-style-type: none"> <li>1. Meaning of marketing or distribution channels</li> <li>2. Types of marketing or distribution channels</li> <li>3. Direct marketing or distribution channel</li> <li>4. Indirect marketing or distribution channel (intermediaries)</li> <li>5. Dual distribution marketing channel</li> <li>6. Reverse marketing or distribution channel</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit the marketing agency and identify the role of each marketing or distribution channel which is in marketing of products and services.</li> <li>2. Identify the types of marketing or distribution channels</li> <li>3. Role play on direct marketing or distribution channel in the marketing</li> </ol>	<b>09</b>
2. Identify the functions of marketing	<ol style="list-style-type: none"> <li>1. Functions of marketing</li> <li>2. Passing information</li> <li>3. Price stability and fixation depends on marketing or distribution channels</li> <li>4. Financial support to manufacturer and other intermediaries</li> <li>5. Selling responsibilities of marketing or distribution channel</li> <li>6. Assembling of goods</li> <li>7. Standardizing transactions</li> <li>8. Match the needs of buyers and sellers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a nearby retail stores and study the type of distribution they follow.</li> <li>2. Visit a marketing agency and identify the functions of marketing or distribution channels which are in marketing of products and services.</li> <li>3. Assemble the goods from many producers in such a manner that a customer can affect purchases with ease.</li> </ol>	<b>10</b>
3. Identify the types of distribution and their functions	<ol style="list-style-type: none"> <li>1. Types of distribution</li> <li>2. Functions of distribution</li> <li>3. Factors influencing the distribution</li> <li>4. Functions of intensive distribution</li> <li>5. Functions of selective distribution</li> <li>6. Functions of exclusive distribution</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a marketing agency and identify the types of distribution and their functions which are in marketing of products and services.</li> <li>2. Identify the factors influencing the level of intensity chosen.</li> <li>3. Selects some outlets to distribute its products.</li> </ol>	<b>09</b>
4. Identify the types of intermediaries involved in distribution channel and their role in marketing	<ol style="list-style-type: none"> <li>1. Meaning of intermediaries</li> <li>2. Types of intermediaries in marketing channels</li> <li>3. Role of agents</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a marketing agency and identify the role of each intermediaries involved in distribution channel and their functions</li> </ol>	<b>07</b>

<b>Unit 2 Distribution Marketing</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35 Hrs)</b>
of products and services	4. Role of dealers/distributors 5. Role of wholesalers 6. Role of retailers	which is in marketing of products and services. 2. Identify the role of wholesalers in the marketing channel 3. Find out the role of retailers in the marketing channel.	
<b>Total</b>			<b>35</b>

<b>Unit 3: Product Knowledge and Merchandising</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (25 Hrs)</b>	<b>Total Duration (40 Hrs)</b>
1. List out the product details and understand scheme information	1. Meaning of Product portfolio 2. Product details 3. Acquire up-to-date knowledge on <ul style="list-style-type: none"> <li>• Channel wise</li> <li>• Category wise</li> <li>• Outlet type wise schemes</li> </ul> Information to supervisors to plan relevant schemes/slabs by outlets.	1. Field visit to learn grammages, price points and variants of own and competition products. 2. Role play to learn product portfolio. 3. Learn how organizations are utilizing correct information for outlets. 4. Prepare a chart on schemes by outlets.	<b>10</b>
2. Identify the retail merchandising with Point of purchase material and Product samples	1. Display in outlet 2. Branding materials 3. Meaning of Point of Purchase (POP) material and product samples 4. How to stock products and competitor brand 5. Replace damaged display materials	1. Visit a retail outlet. 2. Identify hotspots in an outlet. 3. Field visit to learn <ul style="list-style-type: none"> <li>• Branding materials on the area surrounding the rack and inside the rack.</li> <li>• Stocking of products to convince the retailer to provide these for displays and achieve high order visibility.</li> </ul>	<b>10</b>
3. Find out brand availability norms and competition benchmarking	1. Brand availability norms 2. Meaning of benchmarking 3. How to do benchmark in a competitive market	1. Visit a retail outlet and learn how to benchmark products. 2. Prepare a questionnaire and do survey on retailers about how to benchmark products.	<b>10</b>

4. Describes the features and benefits of new/focus SKU products	<ol style="list-style-type: none"> <li>USP of new products –its features and benefits to the retailer</li> <li>Effective sales call to convince the outlet to place order for focus SKUs.</li> </ol>	<ol style="list-style-type: none"> <li>Visit a retail outlet and learn how to make effective sales calls.</li> <li>Role play on sales call.</li> </ol>	<b>10</b>
<b>Total</b>			<b>40</b>

<b>Unit 4: Understanding Business</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (30 Hrs)</b>
1. Identify target productivity	<ol style="list-style-type: none"> <li>Understand sales objectives and targets                             <ul style="list-style-type: none"> <li>Bill cuts</li> <li>Lines cuts</li> <li>Average bill value</li> <li>Unique outlets billed</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Visit a retail outlet and Find out how they are striving towards 100% target achievements.</li> <li>Visit some retail outlet and find out how they make plans to create awareness and sale of specific categories/KU by outlet.</li> </ol>	<b>08</b>
2. Identify Target Achievement	<ol style="list-style-type: none"> <li>Understand target vs. achievement</li> <li>Market planner and outlet wise plans for sale.</li> </ol>	<ol style="list-style-type: none"> <li>Compare target with achievements of retail outlet</li> <li>Group discussion on market planners</li> </ol>	<b>07</b>
3. Describes category wise billing as per plan.	<ol style="list-style-type: none"> <li>Category and outlet wise billing targets</li> </ol>	<ol style="list-style-type: none"> <li>Visit a retail outlet and identify how their category and outlet wise billing targets are met.</li> </ol>	<b>08</b>
4. Explain day or route objectives	<ol style="list-style-type: none"> <li>Billing targets                             <ul style="list-style-type: none"> <li>Ensure category wise are met on the route</li> <li>Ensure outlet wise billing targets are met on the route</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Visit a retail outlet and identify that category wise and outlet wise billing targets are met on the route.</li> </ol>	<b>07</b>
<b>Total</b>			<b>30</b>

<b>Unit 5: Launching of Products</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (30 Hrs)</b>
1. Explain new outlets/closed outlets	<ol style="list-style-type: none"> <li>Note of new outlets closed outlets</li> </ol>	<ol style="list-style-type: none"> <li>Field visit to learn types of outlets and its respective trade channel</li> </ol>	<b>08</b>
2. Demonstrate new launch products	<ol style="list-style-type: none"> <li>New launch products as per availability norms set beat</li> </ol>	<ol style="list-style-type: none"> <li>Field visit to learn availability of new launch products.</li> </ol>	<b>07</b>

3. Describes Outlet wise targets	1. Outlet wise targets to achieve launch targets.	1. Discuss the outlet wise targets and write a short report.	<b>05</b>
4. Describe process of checking stock availability at the distributor point	<p>1. Meaning and process of checking stock availability</p> <ul style="list-style-type: none"> <li>• Check stock position of each SKU</li> <li>• Estimate Sales and optimize order</li> <li>• Co-ordinate with supervisor and discuss on action plan</li> <li>• Check the stock available in the selling area</li> <li>• Check stock available in the backroom for reserves</li> <li>• Check stocks for all brand and capture order as per SOQ</li> </ul>	<p>1. Demonstrate process of checking stock availability</p> <p>2. Visit a retail store and survey about how to check stock availability.</p>	<b>10</b>
<b>Total</b>			<b>30</b>



## CLASS 12

### Part A: Employability Skills

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

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	1. Writing skills to the following: <ul style="list-style-type: none"> <li>• Sentence</li> <li>• Phrase</li> <li>• Kinds of Sentences</li> <li>• Parts of Sentence</li> <li>• Parts of Speech</li> <li>• Articles</li> <li>• Construction of a Paragraph</li> </ul>	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	15
<b>Total</b>			<b>25</b>

Unit 2: Self-management Skills –IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Total Duration (25 Hrs)
1. Describe the various factors influencing self-motivation	1. Finding and listing motives (needs and desires); 2. Finding sources of motivation and inspiration (music, books, activities); expansive thoughts; living fully in the present moment; dreaming big	1. Group discussion on identifying needs and desire 2. Discussion on sources of motivation and inspiration	10
2. Describe the basic personality traits, types and disorders	1. Describe the meaning of personality 2. Describe how personality influence others 3. Describe basic personality traits	1. Demonstrate the knowledge of different personality types	15

	4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive		
<b>Total</b>			<b>25</b>

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

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

<b>Unit 5: Green Skills – IV</b>			
<b>Learning Outcome</b>	<b>Theory (05 hrs)</b>	<b>Practical (10 hrs)</b>	<b>Total Duration (15 Hrs)</b>
1. Identify the role and importance of green jobs in different sectors	<ol style="list-style-type: none"> <li>1. Role of green jobs in toxin-free homes,</li> <li>2. Green organic gardening, public transport and energy conservation,</li> <li>3. Green jobs in water conservation</li> <li>4. Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes,</li> <li>5. Green jobs in green tourism</li> <li>6. Green jobs in building and construction</li> </ol>	<ol style="list-style-type: none"> <li>1. Listing of green jobs and preparation of posters on green job profiles</li> <li>2. Prepare posters on green jobs.</li> </ol>	<b>15</b>

	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		
<b>Total</b>			<b>15</b>

## Part B: Vocational Skills

Sl. No.	Units	Duration (Hrs)
1.	Unit 1: Wholesale Sales Management	30
2.	Unit 2: Analyze Current Stock and Avoid Overstocking	30
3.	Unit 3: Process of Order and Stocking	35
4.	Unit 4: Credit Management	35
5.	Unit 5: Building Personal Relationship with Trade	35
	<b>Total</b>	<b>165</b>

<b>Unit 1 : Wholesale Sales Management</b>			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Understand the Wholesale Industry	1. Meaning of Wholesaler 2. Nature and Importance of wholesaler 3. Types of Wholesaler 4. Modern marketing 5. Services of wholesaler to manufacturers 6. Services of wholesalers to retailers 7. Position of wholesalers	1. Make a report on types of wholesalers after visiting local market 2. Organize a Group discussion on position of wholesalers in India 3. Make a comparative study on Services provided from wholesalers to retailers and manufacturers	<b>07</b>
2. Build the relationship between Channel Members	1. Whole selling Vs retailing 2. Channel members for Consumer products 3. Channel members for Agricultural products 4. Industrial products 5. Meaning of Channel Cooperation 6. Ways to attain co	1. Make a chart explaining the relationship between wholesaling and retailing 2. In groups visit channel members of consumer products/agricultural	<b>07</b>

<b>Unit 1 : Wholesale Sales Management</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (30 Hrs)</b>
	operation in channels 7. Causes of conflicts in channel 8. Ways to re solve conflicts in channels 9. Ways to Measure efficiency of Channels of Distribution	products/Industrial products 3. Conduct a seminar on channel co operation and conflicts 4. Take example of five distributors and measure efficiency of distribution.	
3. Impliment Professional Sales Strategies	1. Meaning of strategic marketing in wholesaling 2. Need of strategic marketing in wholesaling 3. Factor affecting strategy formulation 4. Target market decision 5. Product assortment and Services decision 6. Pricing decision 7. Promotion Decision	1. Hold a group discussion on need for strategic marketing in wholesaling 2. Conduct a seminar on Factors affecting strategy formulation 3. Visit a wholesale organization and prepare a report on strategies of <ul style="list-style-type: none"> <li>• Target market decision</li> <li>• Product assortment and services decision</li> <li>• Pricing decision</li> <li>• Promotion Decision</li> </ul>	<b>08</b>
4. Demonstrate Wholesale Selling Skills	1. Personality skills 2. Relationship Skills 3. Grievance redressing skills 4. Building a sales team and team environment 5. Developing Product and Industry knowledge skills 6. Recruiting and selecting salespeople, 7. Creating a marketing structure to support the sales force , 8. Training, Coaching and counseling individual salespeople, 9. Evaluating salesperson performance, 10. Sales planning with individual salespeople Conducting effective sales meetings	1. Visit a wholesaler and rate him on Listening , Presentation and leadership skills 2. Prepare a report on Relationship skills of wholesalers 3. Make a brief note on grievance redressing skills used by wholesalers 4. Visit a wholesaler and prepare a report n how he is involved in <ul style="list-style-type: none"> <li>• Recruiting and selecting salespeople,</li> <li>• Creating a marketing structure to support the sales force</li> <li>• Training, Coaching</li> </ul>	<b>8</b>

<b>Unit 1 : Wholesale Sales Management</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (30 Hrs)</b>
		and counseling individual salespeople, • Evaluating salesperson performance, • Sales planning with individual salespeople • Conducting effective sales meetings	
<b>Total</b>			<b>30</b>

<b>Unit 2 : Analyze Current Stock and Avoid Overstocking</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (30 Hrs)</b>
1. Find out sales estimate accurately to avoid OOS or Overstocking	1. Analyse current stock on hand 2. Analyse sales of the outlet 3. Advise retailers for optimum order to avoid OOS or overstocking 4. Recommendation for improving retail sales 5. Communicate well to the retailer	1. Visit a retail outlet and ask open-ended questions considering the retailers needs. Demonstrate the activity of current stock on hand and sales of the outlet.	<b>08</b>
2. Scheme Communication	1. Meaning of scheme communication 2. Analyse the competition scheme and leverage on company scheme to increase sales.	1. Visit a retail outlet and discuss the relevant scheme with the retailer after gauging the potential of the outlet. 2. Role play on how to increase sales.	<b>07</b>
3. Explain about range selling & guidelines that please the retailer	1. Concept of range selling. 2. Strengthen portfolio presence in the outlet. 3. Leveraging own brand in the retail outlet. 4. Pleasing personality for an effective sales call. 5. Maintain distance, posture, eye contact with	1. Field visit to learn range selling. 2. Demonstrate the effective sales.	<b>08</b>

<b>Unit 2 : Analyze Current Stock and Avoid Overstocking</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (30 Hrs)</b>
	the retailer. 6. Communicate clearly and do not irritate the customer.		
4. Demonstrate the functionality of palmtop/handheld device	1. Features of palmtop/handheld device 2. Product list and scheme details in the palmtop 3. Implementation of order capture process on palmtop/handheld	1. Visit a retail outlet to learn the functions of palmtop/handheld devices.	<b>07</b>
<b>Total</b>			<b>30</b>

<b>Unit 3 Process of Order and Stocking</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35 Hrs)</b>
1. Identify freshness norms, FMFO	1. Stock physical condition and freshness 2. Arrange stock as per FMFO	1 Prepare a chart on FMFO.	<b>09</b>
2. Identify Stock rotation, stock return and D and D replacements	1. Benefits of stock rotation 2. Replace damaged goods in the handheld device.	1. Visit a retail outlet and learn arrangement of stock, stock rotation and replacement of damaged goods. 2. Demonstrate stock checking and stock rotation.	<b>09</b>
3. Demonstrate Palmtop/handheld device and its use for order details	1. Retail survey features available in the palmtop 2. How to enter order details correctly in the palmtop.	1. Discuss the implementation of order capture process on palmtop.	<b>07</b>
4. Describe guidelines that pleases the retailer	1. Effective sales call <ul style="list-style-type: none"> <li>• Pleasing personality (clean and ironed clothes, smile on face)</li> <li>• Maintain distance from the retailer</li> <li>• Maintain proper</li> </ul>	1. Role play on effective sales call. 2. Presentation on sales call.	<b>10</b>

<b>Unit 3 Process of Order and Stocking</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35 Hrs)</b>
	posture <ul style="list-style-type: none"> <li>• Refrain from indulging in any act that may irritate the retailer</li> <li>• Speak clearly in a soft tone</li> <li>• Maintain eye contact</li> </ul>		
<b>Total</b>			<b>35</b>

<b>Unit 4: Credit Management</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (35 Hrs)</b>
1. Explain about credit management	1. Meaning of credit management 2. Meaning of receivables and payables	1. Discuss the concept of credit management	<b>08</b>
2. Identify the information of pending bills.	1. Details of pending invoices 2. Credit information <ul style="list-style-type: none"> <li>• Retailer bills and set objectives accordingly</li> </ul>	1. Visit a retail store to learn how to handle pending invoices. 2. Make a chart on credit information.	<b>09</b>
3. Find out how to handle pending display payment	1. Pending display payment 2. Resolve issues due to pending delivery <ul style="list-style-type: none"> <li>• Make aware distributor and organizations representative.</li> </ul>	1. Role play on resolve issues due to pending delivery. 2. Group discussions on pending payment informations.	<b>08</b>
4. Demonstrate Pending delivery	1. Reconcile both receivables and payables to outlets <ul style="list-style-type: none"> <li>• Settle all queries by customers on these issues.</li> <li>• Manage delivery</li> </ul>	1. Demonstrate reconcile both receivables and payables to outlets. 2. Role play on settlement of all queries by customers.	<b>10</b>
<b>Total</b>			<b>35</b>



<b>Unit 5: Building Personal Relationship with Trade</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Total Duration (30 Hrs)</b>
1. Learn to maintain good personal relationship.	1. Meaning of Personal relationship 2. Building rapport with the traders <ul style="list-style-type: none"> <li>• Based on punctuality</li> <li>• Based on regularity</li> <li>• Based on courtesy</li> <li>• Based on mannerism</li> </ul> 3. Interest in retailers business and uplifting the outlets appearance	1. Role play on rapport building 2. Make a chart on personal relationship	<b>08</b>
2. Dealing with customers patiently	1. Listen to retailers patiently 2. Understand the need and problems of retailers	1. Visit to a retail outlet to understand the problems of retailers.	<b>05</b>
3. Understand retailers problems and grievances	1. Retailers problems and grievances 2. Solving retailers problems	1. Prepare open-ended questions and visit few retail outlets for survey about their problems.	<b>05</b>
4. Understand retailers problems	1. Benefits of the retailer from the sale 2. Handle objection and resolve issues by retailers 3. Solving problem when issue is beyond retailers purview.	1. Field visit to learn benefits of the retailers from the sale. 2. Role play on handling objections and resolve issues by retailers.	<b>05</b>
5. Channel cooperation and conflicts	1. Meaning of Channel Cooperation 2. Ways to attain co operation in channels 3. Causes of conflicts in channel 4. Ways to resolve conflicts in channels	1. Explain the meaning of Channel Cooperation 2. List out ways to attain co operation in channels 3. what can be the causes of conflicts in channel 4. What are the Ways to resolve conflicts in channels	<b>7</b>
<b>Total</b>			<b>30</b>

## 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 wholesale store and observe the following: Location, Site, Mother block, Office building, Store Layout, Arranging products, Store Design, Signage, Display of Products, Arranging Products into big Gondolas, Billing Counter, Baggage of Products, Information Counters, etc. The following are the Organisations for arranging the field visits:

1. Wholesale dealers
2. Retail shop establishment
3. Departmental stores
4. Super bazaar /janta bazaars
5. Consumers Co-operative Stores
6. Dairy Development Corporations
7. Maintenance Service Organizations
8. Companies of marketing consumers durable goods
9. Companies of marketing consumer non-durable goods
10. Handloom Development Corporations
11. Arts & Crafts emporiums
12. Advertising agencies
13. Export marketing organizations
14. Company's dealing in auction sales
15. Life Insurance Companies
16. General Insurance Companies
17. Real estate agents - Property dealers, Brokers
18. Tourism and Travel agencies
19. Courier services companies
20. Share brokers, Investment agents
21. Hotels & Restaurants ('Front Desk' Reception)
22. Direct marketing organizations such as Mail Order houses, Home shopping services, Tele-Marketing
23. Fares & Exhibitions
24. Computer/ Desk Top Publishing organizations
25. Multi media set-ups
26. Market Research Organizations
27. Malls and Big Bazaars
28. Packaging Agencies
29. Cyber Companies and Internet Cafe's
30. Agricultural Farms
31. Cooperative Marketing Societies

## 7. LIST OF EQUIPMENT AND MATERIALS

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**T**he 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.

### **Equipments/Tools**

1. Shelves for Stacking Products
2. Shopping Cart
3. Signage Board
4. Offer Signage's

5. End Cap
6. Table (POS)
7. Chair (POS)
8. Poster (POS)
9. Card Swiping Machine
10. Mannequins
11. Gondolas
12. Display Photographs
13. Products
14. Danglers
15. Coupons and Vouchers
16. Credit Notes
17. Currency Notes of different Denominations
18. Carry Bags
19. Neck-Locks for Carry Bags
20. Physical Bill Copy
21. Photographs of Stacked Notes
22. Housekeeping equipments
23. Goods moving equipments

**Teaching/Training Aids**

24. Computer
25. LCD Projector
26. Projection Screen
27. White/Black Boards
28. Flip Chart Holder

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

**Q**ualification 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.	M.Com in Marketing Management, P.G. Diploma in Marketing Management with at least 50% marks and 1 year experience. Preference given to higher education with MBA (Marketing Management) and PG Diploma in Marketing Management.	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills.</li> <li>• Technical competencies (e.g. in areas such as marketing, sales promotion, store maintenance, marketing and merchandising etc.)</li> </ul>	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 *Samagra Shiksha Abhiyan (SSA)*. They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

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

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

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

OR

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

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

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

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

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

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

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

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

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

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

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

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

## 9. LIST OF CONTRIBUTORS

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