LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Retail Trainee Associate
(QUALIFICATION PACK: Ref. Id. RAS/Q0103)
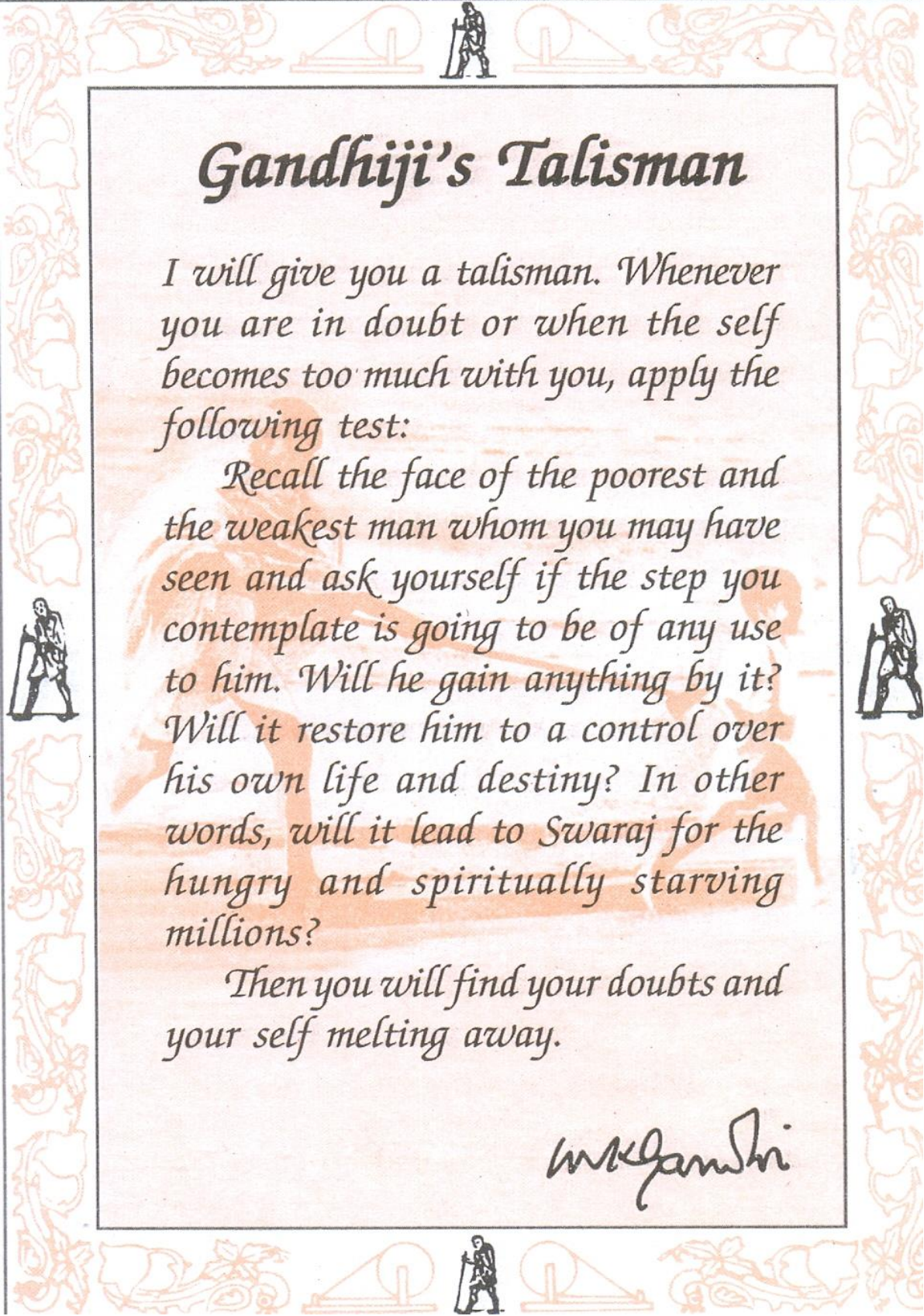**SECTOR: Organised Retail**

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

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LEARNING OUTCOME BASED VOCATIONAL CURRICULUM - RETAIL TRAINEE ASSOCIATE

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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 Trainee Associate. 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 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 Trainee Associate

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.

A trainee associate - customer service interacts with a company's customers to provide them with information to address inquiries regarding products and services. In addition, they deal with and help resolve any customer complaints. For instance, a trainee/customer associate may assist customer in opening an account or help customers to resolve a problem if customer cannot access his/her account or if his/her order never arrived. Usually, trainee/customer service associate gather their information via a telephone call.

After completion of this course the learner would be able to work as trainee associate in organized retailing to help and support the customers in an organized retail business while choosing of products because he is also called as customer service associate. He/she always rendered services to the customers. He/she may display merchandize and interact with customers to understand their needs to service them with sales of relevant product offering. He/she may work cordially within the team in retail organization. He/she needs to be physically fit to withstand working in a retail environment whilst being customer responsive. He needs good interpersonal and listening skills. Customer service associates represent the organization they work for and assist customers with questions and complaints that they may have. Good customer service is important for businesses because it helps to retain customers.

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

- ☐ 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;

☐ Display the stock to promote sales in retail stores.

☐ Prepare visual merchandising displays in retail business.

☐ Dress visual merchandising displays in retail business.

☐ Store visual merchandising displays in retail stores.

☐ Prepare products for sale in retail business.

☐ Promote loyalty schemes to customers in retail business.

☐ Secure store in retail business.

☐ Maintain health and safety in retail business.

☐ Ensure cleanliness and hygiene in stores

☐ Provide information to customers in retail business.

☐ Work effectively in formal team and in retail organization.

☐ Create a positive image of trainee associate– customer services & organization in the customers mind.

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: Fundamental of Retailing	30	
	Unit 2: Display of Stock for Sale	35	40
	Unit 3: Visual Merchandising Display	35	
	Unit 4: Products Arrangement for Sale	35	
	Unit 5: Health, Hygiene and Safety Measure	30	
		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	
	Unit 2: Self-management Skills - IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	10
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
		110	**10**
Part B	**Vocational Skills**		
	Unit 1: Monitoring and Maintaining Store Security	35	
	Unit 2: Loyalty Schemes to Customers	35	
	Unit 3: Customer Information System and Customer Retention	35	40
	Unit 4: Process of Credit Application	30	
	Unit 5: Work in Team & Organization	30	
		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 interpret a situation, private an example, or solve a problem)	0	1	1	05

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.	Fundamental of Retailing	30
2.	Display of Stock for Sale	35
3.	Visual Merchandising Display	35
4.	Products Arrangement for Sale	35
5.	Health, Hygiene and Safety Measure	30
	Total	**165**

Unit 1: Fundamentals of Retailing			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Describe the fundamental of retailing	1. Meaning and significance of retail business 2. Meaning and difference between organised and unorganised retailing 3. Different types of retail business establishment 4. Functions and essential requirements of retailers 5. Retailer's services to customers	1. Visit to a retail store for identify the various sections of the retail 2. Observe the basic functions and requirements of retailers in the retail store 3. Identify the various organized and unorganised retail formats from the given retail formats 4. List the different formalities required for organised and unorganised retailing 5. Identify the various store and non-store retailing from the given retail formats 6. List the different formalities required for store and non-store retailing	08
2. Describe the role of trainee associate towards customer satisfaction	1. Concept of customer and related terms 2. Concept of customer service and customer satisfaction	1. Demonstrate the various customer services for convincing and satisfying the customer	07
3. State skills required for handling retail by trainee associate	1. Essentials of skill development 2. Skills for trainee associate	1. Draw a chart containing the various skills of trainee associate	07
4. List the duties and responsibilities of trainee associate	1. Duties of trainee associate 2. Responsibilities of trainee associate 3. Special activities of trainee associate	1. Cary out various duties and responsibilities of trainee associate 1. Follow the core competencies while doing the work	08
Total			**30**

Unit 2: Display of Stock for Sale

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
1. Describe the display area for merchandising	1. Meaning of display 2. Features of display 3. Need of display 4. Factors acting the display of merchandising • Stock • Space • Position of the display • Dates 5. Resources use for display • Size of display • Material used in display • Equipments • Stock for display • Check the area of display 6. Company procedure for display area before use 7. Types of merchandise displays, 8. Importance of merchandise display, 9. Merchandise display approach, 10. Effective merchandise	1. Prepare a chart on features and factors affecting the display of goods. 2. Prepare a poster on different material used in the display 3. Demonstrate the company policy for display 4. Designed display with the help of resources 5. Draw a chart containing various types of merchandising 6. Demonstrate the role of merchandise display with the help of role play	09
2. List standards and legal requirements of merchandising display	1. Meaning of merchandise display 2. Forms of merchandise display 3. Essentials for successful merchandise display, 4. Choosing the right standards for display of stock 5. Legal requirements for merchandise display	1. Visit a nearby retail outlet and identify the merchandise display 2. Draw a chart containing the essentials for successful merchandise display 3. Demonstrate the right standards for display of stock 4. Identify the legal requirements for merchandise display	09
3. Demonstrate the Label display of stock and methods of packaging and labelling in retail store	1. Meaning of label 2. Purpose of labelling, 3. Types of labelling, 4. Labelling techniques in retail stores, 5. Guidelines for labelling the stock in display 6. Precautions should be taken care for labelling • Check labelling stock • Information on stock • Report, if labelling information need	1. Collect the various types of products and Identify the labelling and its types and prepare a report on various types of information given in labelling 2. Demonstrate the various labelling techniques in retail stores, 3. Prepare a chart on precautions should be taken care for labelling	08

Learning Outcome	Theory	Practical	Total Duration
	change • Attach right label at stock • Position of label on stock • Complete labelling on time 7. Meaning of packaging, 8. Importance of packaging 9. Techniques of packaging in merchandising display	4. Follow the guidelines for labelling the merchandising display 5. Demonstrate packaging in merchandising display	
4. Set up and dismantle displays in a retail store	1. Procedure of set up and dismantle of display 2. Check the following for display • Clean, tidy and safe for use • Levels of stock store needs • Clean and store equipments • Excess material • Get rid of waste safely, correctly and promptly 3. Importance of cleanliness in retail store, 4. Cleaning tools and techniques, 5. Storage of merchandise, 6. Importance of storage in merchandise displays, 7. Tools for storing merchandising displays	1. Demonstrate the set up and dismantle of display 2. Prepare a chart on check points for the display of stock 3. Demonstrate the use of cleaning tools and techniques 4. Demonstrate the use of tools for storing merchandising displays	09
Total			35

Unit 3: Visual Merchandising Display

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (15 Hrs)
1. Interpret the design briefs for retail display	1. Purpose, content and style of the design brief for display 2. Equipments, material merchandise and props for design brief for display 3. Evaluation of design brief 4. Create new and effective ways of improving within the limits of design briefs • Visual effect • Company's visual design policies and	1. Prepare a chart on design brief 2. Prepare a poster on equipments, material merchandise and props for design brief for display 3. Evaluate properly the places for visual display 4. Check light, color, texture, shape in day as well as in night time according to the age groups of customers 5. Demonstrate the new and effective ways of improving within the limits	10

Unit 3: Visual Merchandising Display

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (15 Hrs)
	authority 5. Importance of design brief, 6. Potential places for visual display 7. Confirm the features of merchandising in retail displays • Features of merchandising to attract customers • Identify the merchandising • Arrangement for delivery of merchandising • Process of delivery • Update stock records 8. Importance of light, color, texture, shape and dimensions in visual display	of design briefs 6. List out the potential places for visual display	
2. Dress in-store displays based on guidelines	1. Role of dress in-store merchandising 2. Focal points for the display 3. Company's visual design policy 4. Purpose and style of display • Shapes • Colours • Groupings 5. Promote sale through • Position merchandise • Graphics • Signs 6. Lighting in design brief 7. Dressing mannequins, busts and other props 8. Display of different types of merchandise 9. Safety guidelines for visual display 10. Dressing techniques for different types of merchandise	1. Visit a retail store and identify the need of dressing in merchandising and prepare a report on visit 2. Identify the focal points for a visual display in a given situation 3. Prepare a chart on purpose and style of display 4. Demonstrate the dressing about mannequins, busts and other props 5. Display of different types of merchandise as per the segments of products 6. Prepare a poster on safety guidelines for visual display 7. Visit retail store and identify the type of visual displays and their selection for separate products	**10**
3. Dress window display, evaluate and	1. Grouping of merchandising under design brief	1. Demonstrate the grouping of merchandising under	**10**

Unit 3: Visual Merchandising Display			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (15 Hrs)
improve the display	• Purpose & style of display • Selling features of merchandising • Visual effect 2. Meaning, need and importance of evaluation of retail display, 3. Check the following for evaluation • Display is suitable • Display is purposeful • Display meet the requirements of access • Identify the risk of safety and security • Reduction in risk • Looks of display from all directions • Encourage colleagues for constructive comments • Regularly checking of display 4. Reporting arrangements for sorting out problems and reducing risks, 5. Make the adjustment and improvement of visual display	design brief 2. Reporting arrangements for sorting out problems and reducing risks 3. Demonstrate the checking of things for evaluation 4. Demonstrate the evaluating the visual display and making adjustment and improvement of visual display	
4. Dismantle the displays and store equipments	1. Meaning and importance of dismantling of display 2. Protect the parts of displays from damages during dismantling 3. Returning of the display parts 4. Rid of unwanted materials safely and keep the records, 5. Safe and cleaning material and equipments 6. Store equipments, props and graphics for retail displays • Work out storage space	1. Visit a retail store and observe the techniques for protecting the parts of displays and prepare a report on it. 2. Demonstrate through role play on returning of display parts and unwanted materials and how to get rid of them safely and keep the records. 3. Prepare a chart on the cleaning and safe material and equipments used in dismantling the retail display. 4. Visit a retail store and	05

Unit 3: Visual Merchandising Display

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (15 Hrs)
	• Identify protective packaging and security measures • Store items • Place label accurately and clearly • Keep accurate and up to date records • Identify damage items, missing items • Report about the danger and risk to health • Checking of storage facilities	learn about the Store equipments, props and graphics for retail displays.	
Total			**35**

Unit 4: Products Arrangement for Sale

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
1. Arrange the products for sale in stores with suitable techniques	1. Meaning of arrangement of products for sale in store, 2. Need for arranging products 3. Tools required for products arrangement for sales 4. Shelf techniques in arranging products for sales in stores 5. Floor plan techniques in arranging products for sales in store, 6. Prefix span algorithm, 7. Safety measures while displaying the products • Remove unwanted packages • Safely get rid of waste 8. Display of products for sale	1. Demonstrate arrangement of different products for sale in store 2. Draw a chart containing shelf techniques and tools required for arranging products for sales in stores 3. Demonstrate the floor plan techniques in arranging products for sales in store 4. Check the display of products as per their nature	**08**
2. Use and follows manufacturer's instructions for arrangement of products	1. Manufacturer's instructions for product arrangement 2. Methods of arranging goods for sale 3. Hierarchy of products arranging in retail store,	1. Follow the Manufacturer's instructions for product arrangement 2. Visit a retail store and observe hierarchy of arranging the products	**07**

Unit 4: Products Arrangement for Sale

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
	4. Check products on display whether it • Assembled rightly and safely • Satisfactory conditions 5. Difficulties in arranging products	in retail store and prepare a report on it 3. Role play on approach in case of difficulty in arranging products	
3. Follow company procedures for dealing with damaged goods	1. Meaning of the damaged goods, 2. Identify the damaged goods 3. Reasons of damages in retail store 4. Procedure of dealing with damaged goods, 5. Waste management in retail	1. Identify and pickup the damaged goods from given goods 2. Demonstrate through role play on how to deal with damaged goods 3. Prepare a chart on waste management in retail	07
4. Describe the steps in selling process and salesmanship	1. Meaning of selling process, 2. Steps of selling process, 3. Personal selling and salesmanship, 4. Modern concept of salesmanship, 5. Importance of salesmanship, 6. Qualities of successful salesman 7. Differentiate between personal selling and salesmanship	1. List steps involved in selling process, 2. Identify the personal selling and salesmanship techniques in a given situations 3. Role play on qualities of successful salesman and convincing customers in a given situations	08
Total			35

Unit 5: Health, Hygiene and Safety Measures

Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Describe the Health and Safety and equipment and material	1. Meaning of Health and Safety 2. Company procedures and legal requirement for reducing health safety at work place 3. Study the ways to encourage colleagues to follow the health and safety norms. 4. Types of equipment and materials used in the stores for health and safety. 5. Trace out the approved	1. Maintaining good health and safety conditions at retail store. 2. Demonstrate the company procedures and legal requirement for reducing health safety at work place. 3. Select equipment for common safety and health concerns and problems in given	05

Unit 5: Health, Hygiene and Safety Measures			
Learning Outcome	**Theory (10 Hrs)**	**Practical (20 Hrs)**	**Total Duration (30 Hrs)**
	actions to deal with risks. 6. Use of equipment with manufacturer's instruction	situation. 4. Role play on deal with risks	
2. Lift and handle goods safely and list the Equipment and Materials	1. Meaning of risk and types of risks in retailing 2. Lifting and handling techniques 3. Safety measures for lifting and handling goods 4. Check the equipment fit for use 5. Company guidelines and manufacturer instruction for using lifting and handling equipments 6. Plan a safe and efficient route for moving goods 7. Ask for help of others in lifting and handling operations	1. Demonstrate the use of various safety accessories used in store 2. Prepare a poster on lifting and handling techniques 3. Prepare a chart on company guidelines and manufacturer instructions for using lifting and handling equipments. 4. Role play on asking help of others in lifting and handling operations.	05
3. Identify and reporting with Accidents and Emergencies	1. Meaning of accidents and emergencies 2. Identify the accidents and emergencies 3. Dealing with Accidents and Emergencies 4. Act within the limits of responsibility and authority 5. Follow instructions of senior in emergencies 6. Recognise when evacuation procedure starts 7. Company procedures for evacuation 8. Meaning of Reporting 9. Retailers procedures and legal requirements to deal with accidents and emergencies 10. System of reporting accidents and emergencies to the right persons	1. Demonstrate how to deal with accidents and emergencies 2. How to identify accidents and emergencies 3. Follow instructions of senior in emergencies 4. Prepare a chart on Company procedures for evacuation 5. Visit a retail store to know retailers procedure to deal with accidents and emergencies 6. Role play on reporting accidents and emergencies to the right persons	05
4. Keep store clean and hygiene	1. Keep work surface clean - equipment and material use for clean surface - position cleaning equipment and material - risk of spillages - get rid of rubbish - don't disturb others	1. Prepare a list of equipment and material of cleaning 2. Demonstrate the get rid of waste and litter 3. Follow the maintain personal hygiene practices	05

Unit 5: Health, Hygiene and Safety Measures

Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)

	while working
	- check the surface
	- store cleaning equipment and material
	2. Get rid of waste and little
	   - Use suitable equipments
	   - Check fitness of equipments
	   - Company procedure for get rid of waste
	3. Maintain personal hygiene
	   - Personal protective equipments
	   - Dispose correctly the used clothes
	   - Use effective practices and techniques		

Total			**30**

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
	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	1. Demonstrate the knowledge of different personality types	**15**

	4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive		
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 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.	1. Demonstration and practice on the following: • 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	10

		• 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
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	1. Listing of green jobs and preparation of posters on green job profiles 2. Prepare posters on green jobs.	15

	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	
Total		**15**

Part B–Vocational Skills

Sl. No.	Units	Duration (Hrs)
1.	Monitoring and Maintaining Store Security	35
2.	Loyalty Schemes to Customers	35
3.	Customer Information System and Customer Retention	35
4.	Process of Credit Application	30
5.	Work in Team & Organization	30
	Total	**165**

Unit 1: Monitoring and Maintaining Store Security			
Learning Outcome	**Theory (15 Hrs)**	**Practical (20 Hrs)**	**Total Duration (35Hrs)**
1. List the types of security risks in stores	1. Meaning of risk in store, 2. Types of risks and securities in retail store 3. Factors to keep in mind when evaluating the security of store 4. Identify the risk in retail store 5. Cyber security challenges	1. Identify risk in store for different products in a give situation 2. Prepare a chart on different types of risk and securities in retail store 3. Handle cyber security challenges with suitable measures	07
2. Demonstrate the security measures and follow the preventions for security risk	1. Factors of identifying risk, 2. Measures undertaken in security, 3. Preventions for security and risk, 4. Policies for security issues in retail business	1. Demonstrate the measures undertaking in security and follow preventions for security risks 2. Draw a chart containing the policies for security issues in retail business	10
3. Describe mechanism for reporting the security risks	1. Company procedure for reporting security risk • Various issues on which reporting is necessary, • What to do if associate catches someone, • Reporting on security breaches, • Reporting through equipments • Reporting to a robbery, • Reporting on shoplifting	1. Demonstrate the action when associate catches someone 2. Demonstrate the mechanism for how to reporting security risks 3. Role play on how to report security breaches 4. Simulation on catch robbery in store and how to report to sales supervisor 5. Simulation activity on shoplifting and how to report to sales supervisor	10
4. Describe the company	1. Various issues on loss prevention	1. List various issues on loss prevention	08

Unit 1: Monitoring and Maintaining Store Security

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
procedure for preventing security risk	2. Goals of audit and process, 3. Actions and involved team members, 4. Training on prevention of loss in store, 5. Elements of loss prevention, 6. Deactivating security devices of stores	2. Demonstrate the process of auditing with suitable equipments 3. Prepare a chart on the important points to be kept in mind while training on prevention of loss in store 4. Drill how to deactivating security devices of stores	
Total			**35**

Unit 2: Loyalty Schemes for Customers

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
1. Describe the loyalty schemes goals, features, benefits and sources of information	1. Meaning of loyalty schemes and loyal customers, 2. Goals, types, features and benefits of loyalty schemes, 3. Sources of information for loyalty schemes 4. Membership of loyalty schemes • Ask customer about the membership of loyalty schemes • Respond positively to customer • Help customer in decision making • Provide relevant information • Build and promote goodwill	1. List different types of loyalty programs prevalent in the retail sector, 2. Draw a chart containing features of loyalty schemes and their benefits 3. Identify the sources of information for loyalty programs in given situations 4. Demonstrate how to treat customer regarding membership of loyalty schemes	**08**
2. Describe the mechanism for propagation of loyalty schemes	1. Concept of propagation of loyalty programme, 2. Mechanism to propagate loyalty programmes, 3. Methods used in propagation of loyalty programmes 4. Gain customer commitment to the loyalty schemes • Recognise customer interest	1. Identify the mechanism of propagation of loyalty programmes in given situations 2. Demonstrate the methods used in propagation of loyalty programmes 3. Demonstrate the whole process of gain customer commitment	**08**

Unit 2: Loyalty Schemes for Customers

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
	• Get signs of interest to sign loyalty schemes • Fill membership form • Give customer proof of membership • Check customer detail for documentation	to the loyalty schemes	
3. Explain the procedure of membership drive for loyalty schemes	1. Meaning of membership drive for loyalty schemes, 2. Steps followed during a membership drive , • Pre-membership stage, • Membership stage, • Post membership stage	1. Role play on different membership drives for loyalty schemes 2. Draw a chart containing steps followed during a membership drive	**10**
4. List the components of customer relationship management (CRM) and its impact on sales	1. Meaning of customer relationship management (CRM) 2. Objectives of CRM and customer loyalty schemes 3. Benefits of CRM, 4. Concept of e-CRM 5. Difference between CRM and E-CRM	1. Identify the components of customer relationship management (CRM) 2. Draw a chart contain the objectives of CRM 3. Role plays on different benefits of CRM 4. Role play on the non-store retailing process in a given situation	**09**
Total			**35**

Unit 3: Customer Information System and Customer Retention

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
1. Identify the customer information and advices to customers	1. Need of customer information 2. Need of communicate information to customer 3. Retailers policy for providing information and advice to customer • Acknowledge customer's • Identify customer need for information • Communicate information and advice to customer • Features of information • Information meet with	1. Role plays on different techniques used to maintain customer loyalty 2. Demonstrate the retailers policy for customer service information and list what kind of services they rendered	**08**

Unit 3: Customer Information System and Customer Retention

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
	customer's needs • Ways to help customer • Refer to right person		
2. Explain the mechanism for managing customers complaints	1. Meaning of customer complaints, 2. Machinery for complaints handling, 3. Rights of customer and retailers regarding complaints, 4. Duties of retailers regarding complaints 5. Help customer sort out complaints • Identify the nature of complaints • Acknowledge the complaint • Follow legal requirements • Company policies and procedures for dealing with complaints • Refers to right person in case it is not the responsibility of retailer • Procedure of referral	1. Demonstrate the mechanism and machinery for handling complaints 2. Draw a chart contain rights of customer and retailers regarding complaints, 3. Role play on different duties of retailers regarding handling complaints. 4. Demonstrate how retailer helps customers to sort out complaints.	10
3. Follow the guidelines to recognize the customer needs	1. Concept of recognize customer needs 2. Significance of recognizing customers needs, 3. Guidelines for recognizing customer needs 4. Timely responding to customers 5. Advantage of responding the customer on time effectively	1. Role plays on how to recognize customers in a significant way in different situations 2. Follow guidelines for how to recognize customer needs and to responding timely 3. Role plays on how to respond affectively with customers.	10
4. Customer retention	1. Meaning of customer retention 2. Importance of customer retention 3. Customer retention strategies 4. Process of customer retention	1. Draw a chart on customer retention 2. Role plays how to retain customer	08
Total			35

Unit 4: Process of Credit Application

Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
1. List the features and conditions for credit sales	1. Meaning of credit sales 2. Features and need for credit sales, 3. Retail credit facility, 4. Terms and conditions used for sale of goods on credit basis	1. Identify the credit sales in a given situation 2. Draw a chart contains terms and conditions used for sale of goods on credit basis	09
2. Identify the credit checks and getting authorization	1. Meaning and need for credit check, 2. Legal and company procedures for carrying out credit checks, 3. Legal and company procedures for getting authorization for credit check 4. Steps to follow before granting a customer credits	1. Estimate customer repayment capacity and need for credit 2. Follow the legal and company procedures for carrying out credit checks 3. Demonstrate the legal and company procedures for getting authorization for credit check	09
3. Describe the process of credit requisitions	1. Meaning of credit requisition, 2. Steps involved in the credit requisition	1. Explain the credit requisition 2. Demonstrate the steps involved in the credit requisition	08
4. Demonstrate the techniques for determining credit worthiness	1. Meaning credit worthiness 2. How to check credit worthiness 3. Techniques used for determining credit worthiness of the customers.	1. Explain the credit worthiness 2. Demonstrate how to check credit worthiness 3. Demonstrate the knowledge of techniques used for determining credit worthiness of the customers	09
Total			35

Unit 5: Work in Team & Organisation

Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)

1. Demonstrate the organization standards by appearance and behaviour	1. Organization standard of appearance
	2. Precautions taken by male staff and female staff
	3. Dealing with the customer
	  • Greet customer
	  • Communicate customer that they are valued customer
	  • Identify customer expectations
		1. Draw on the chart standard of appearance
		2. Follow the precautions working in male staff and female staff
		3. Deal customers with effective ways
			08

Unit 5: Work in Team & Organisation			
Learning Outcome	**Theory (10 Hrs)**	**Practical (20 Hrs)**	**Total Duration (30 Hrs)**
	• Treat customer courteously • Informed customer and reassured		

2. Support work team	1. Meaning of work team and its features
	2. Responsibilities of team members
	3. Development of effective work habits
	   • Interpret, confirm and act on information for particular task
	4. Interpret, confirm and act on legal requirements like
	   • Anti-discrimination
	   • Sexual harassment
	   • Bullying
	5. Development of effective work habits
	   • Ask questions
	   • Plan and organize workplace information
	   • Priorities and complete task
	   • Balancing the work and personal priorities
		1. Prepare chart on features of work team in retailing
		2. Demonstrate the responsibilities of effective work habits
		3. Impart legal requirements on anti-discrimination , sexual harassment and bullying
		4. Demonstrate the work habits and their implications
			08

3. Work effective in organization	1. Support in effective working
	   • Share work with colleagues
	   • Make realistic commitment
	   • Find out the suitable alternatives
	   • Encourage colleagues when conditions are difficult
	   • Solve colleagues problems related to work in group
	2. Career prospects in retailing
	3. Job prospects in retail cashier and retail sector remuneration
	4. Rights of employees
	5. Responsibilities of employees
		1. Demonstrate support effective working
		2. Demonstrate how to encourage colleagues
		3. Prepare a chart the characteristics of retail sales associate
		4. Identify the career prospects in retailing
		5. Make a list of rights and responsibilities of employees
			07

4. Help in planning of own and others	1. Define the goal and is features 2. Skills to complete goal	1. Demonstrate the skills to complete the task 2. Demonstrate how to	**07**

Unit 5: Work in Team & Organisation			
Learning Outcome	**Theory (10 Hrs)**	**Practical (20 Hrs)**	**Total Duration (30 Hrs)**
	3. Actions taking for completing 4. Check goals on regularly 5. Ask for feedback to improve performance 6. Help other • Encourage colleagues • Solve colleagues problems • Give clear, accurate and relevant information • Advice on task procedure • Demonstrate the procedure • Encourage colleagues to ask questions • Give opportunities to practice new skills and constructive feedback 7. Concept of work in a team 8. Importance of teams to achieve targets in retailing 9. Tools and techniques available to set team performance targets and how to work as a team 10. Mobilizing finances 11. Personnel recruitment 12. Marketing activities	work in team 3. Use the suitable tools and techniques available to set team performance	
Total			**30**

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. Storage of goods
7. Maintain stock levels
8. Communication between sales persons and customers
9. Communication between sales person and other stakeholders of the retail store
10. Segmentation of products
11. Arranging products in racks, Gondolas etc.
12. Types of signage's its usefulness
13. Duties and responsibilities of store operations assistant
14. Traditional billing system
15. Computerised billing system
16. Manpower engaged
17. Display of products
18. Total expenditure of retail store
19. Total annual income
20. Profit/Loss (Annual)
21. 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 Store Operations Assistant

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

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