

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Seller Activation Executive

(QUALIFICATION PACK: Ref. Id. RAS/Q0103)

SECTOR: Retail

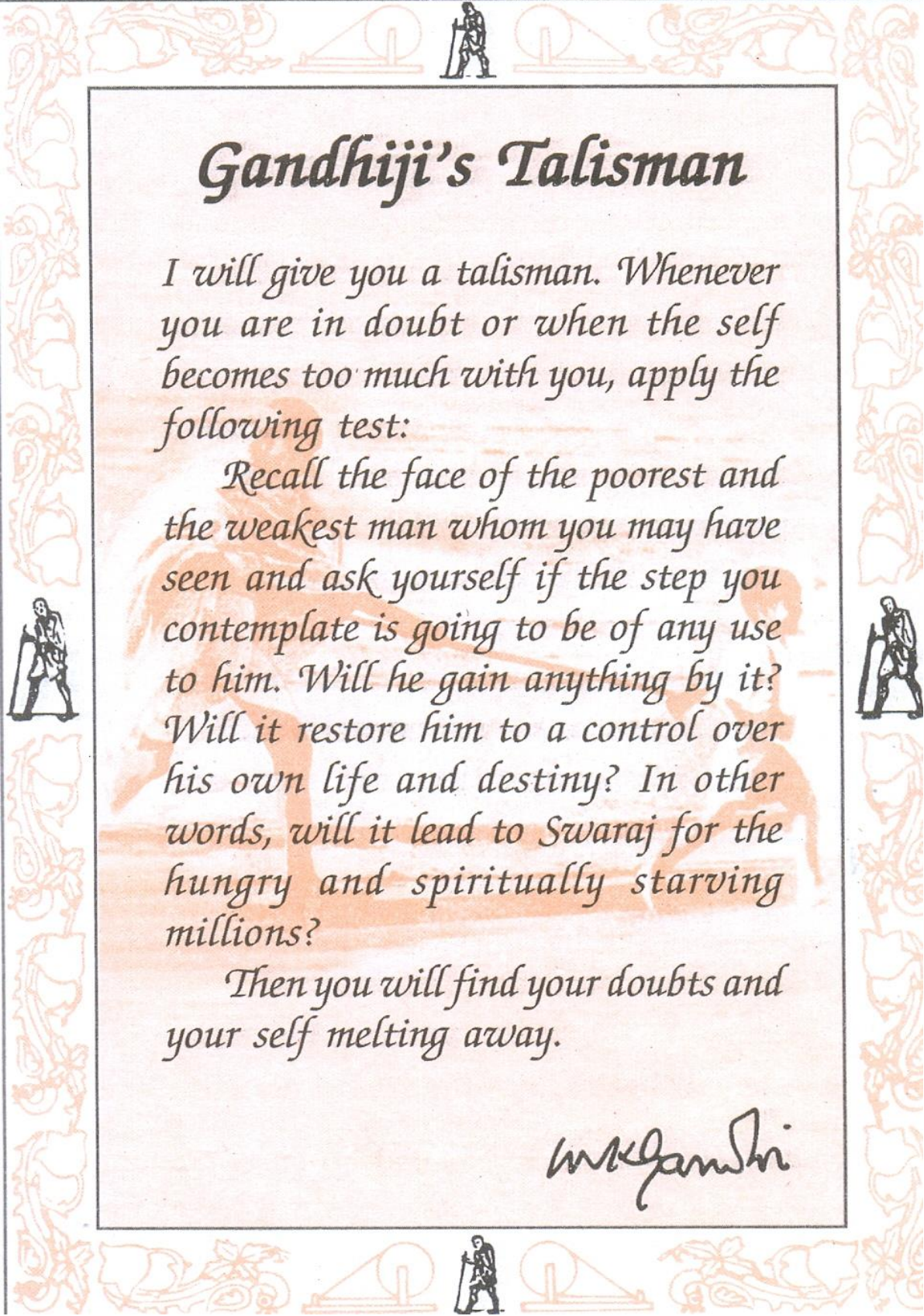
Classes 11 and 12



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. Gandhi

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Retail – Seller Activation Executive

Feb, 2020

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Joint Director
PSS Central Institute of Vocational
Education, NCERT, Shyamla Hills, Bhopal



PATRONS

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

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

COURSE COORDINATOR

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

FOREWORD

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

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of **Seller Activation Executive (RAS/Q0301)**. 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 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 the 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 courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21st century.

RAJESH P. KHAMBAT

*Joint Director
PSS Central Institute of Vocational Education*

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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 her 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.

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PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Retail – Seller Activation Executive

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.

Seller activation executive are responsible for the building and managing a network of sellers for the organization. He/She acts as a bridge between e-commerce marketplace and the seller fraternity. He/She is responsible for profiling, interacting and acquiring new sellers in the market and thereafter on boarding them to the e-commerce marketplace. In addition to this he/she is also responsible for managing the already on boarded/existing sellers through query resolution and/or any other issues they may face. The individual working in this position needs to be physically fit to fulfil jobs efficiently and mentally balanced to motivate him/her to deal with unexpected situations, if any. He/She should have service orientation and strong interpersonal skills.

After completion of this course the learner would be able to work as seller activation executive in the organized retailing. Seller activation executive need skills and knowledge for the following tasks:-

- Profiling and identifying sellers,
- Pitching business proposition to business
- Error free registration of sellers on the portal
- Getting the documentation process successfully completed.
- To safeguard overall health and hygiene.
- Follow grooming as per company policies.
- Take precautionary health measures.

The job role of seller activation executive updates the sellers on product promotions. He/She is orienting the sellers on operating the technology platform/portal and evaluating and updating sellers on promotions. He/She execute the daily operational activities to enhance business performance and improve seller satisfaction. He/She build relationship with new sellers and strengthen relationships with existing sellers. They increase the profitability of the organization. He/She study the market and competition to improve the business performance. They work for seller acquisition and retention. They remain updated about market and competition information to improve business performance. They are also maintaining good interpersonal relationships with all stakeholders. For maintaining relationship they understand internal and external customers, maintain interpersonal communication, and handles conflict.

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

- Identify the new and prospective sellers and study the market.
- Pitching business proposition to sellers.
- Demonstrate the registration of sellers on the portal and getting the documentation process successfully.
- Demonstrate the selling tactics with an eye on market trends.
- Familiarizing the sellers on operating the technology platform/portal.
- Demonstrate the evaluating and updating sellers on promotion.
- Process daily operational activities of a seller activation executive.
- Follow smooth and error free processing of seller registration documents.
- Demonstrate induction of new sellers to the organization.
- Identify post sales services for existing sellers in the organization.
- Examine services being offered by the competitors.
- Gather and feed data on market and competition information.
- Understand internal and external customers.
- Develop sales/acquisition techniques.
- Build and manage networks with sellers.
- Maintain health and safety in retail business.
- Ensure cleanliness and hygiene in stores.

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
	<hr/>
Total	: 600 hrs
	<hr/>

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	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	
		110	10
Part B	Vocational Skills		
	Unit 1: Essentials of Marketing	30	40
	Unit 2: Business Environment	35	
	Unit 3: Product Promotions and Technology	35	
	Unit 4: Operational Activities	35	
	Unit 5: Maintain Relationship with Sellers	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	10
	Unit 2: Self-management Skills - IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
		110	10
Part B	Vocational Skills		

	Unit 1: Distribution Marketing	35	40
	Unit 2: Competitive Business Performance	35	
	Unit 3: Maintaining Relationship with Stakeholders	35	
	Unit 4: Grooming, Health and Hygiene of organization	30	
	Unit 5: E-commerce and Online Retailing	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. Field visit to the retail malls, outlets, and various other organisations to observe the working of seller activation executive.

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

		No. of Questions	

S. No.	Typology of Question	Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	Marks
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	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, provide 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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Demonstration of impressive appearance and groomed personality 2. Demonstration of the ability to self- explore 	10
2. Demonstrate team work skills	<ol style="list-style-type: none"> 1. Describe the important factors that influence in team building 2. Describe factors influencing team work 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Introduction to word processing. 2. Software packages for word processing. 3. Opening and exiting the word processor. 4. Creating a document 	<ol style="list-style-type: none"> 1. Demonstration and practice of the following: <ul style="list-style-type: none"> • 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	<ol style="list-style-type: none"> 1. Editing text 2. Wrapping and aligning the text 	<ol style="list-style-type: none"> 1. Demonstration and practising the following: <ul style="list-style-type: none"> • Editing the text 	

document in word processor	<ol style="list-style-type: none"> 3. Font size, type and face. 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. 	<ul style="list-style-type: none"> • Word wrapping and alignment • Changing font type, size and face • Inserting header and footer • Removing header and footer <ol style="list-style-type: none"> 1. Using autocorrect option 2. Insert page numbers and bullet 3. Save and print a document 	10
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	<ol style="list-style-type: none"> 1. Values in general and entrepreneurial values 2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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.	Unit 1: Essentials of Marketing	30
2.	Unit 2: Business Environment	35
3.	Unit 3: Product Promotions and Technology	35
4.	Unit 4: Operational Activities	35
5.	Unit 5: Maintain Relationship with Sellers	30
	Total	165

Unit 1: Essentials of Marketing			
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, 5. 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.	08
2. Classify the Functions of marketing.	1. Functions of Exchange 2. Functions of physical distribution 3. 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	07
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.	08

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 its facilitate functions of marketing. 2. Group discussion on importance of marketing information	07
Total			30

Unit 2: Business Environment			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
1. Understand the role of Seller Activation and Business Environment	1. Role of Seller Activation Executive 2. Meaning of Business Environment 3. Market analysis	1. Prepare a chart on business environment 2. Demonstrate the role of the Seller Activation Executive	06
2. Profiling and Identifying Sellers	1. Target Market Analysis 2. Identify and acquisition of new sellers 3. Prospective Seller based on product categories in the marketplace.	1. Solve the problem of Identifying new sellers 2. Group activity on finding out prospective seller based on product categories in the marketplace.	07
3. Understand Pitching Business Proposition to sellers	1. Meaning of Business proposition 2. Set targets to approach, explain and register sellers 3. Advantage and benefits about the online platform to sellers 4. Match offer proposition with the prospective clients (seller) 5. Steps to create relevant proposals entailing all required details of business.	1. Prepare a beat plan to visit targeted sellers. 2. Plan and organize how to register sellers. 3. Create a proposal entailing all required details about the business.	06
			08

Unit 2: Business Environment			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
4. Registration of sellers on the portal and documentation process.	1. Documentation and process of registration of sellers <ul style="list-style-type: none"> • Identify prospective sellers for the organisation • Identify critical elements of seller registration • Follow the process and documentation required for registration as per the company standards • Key elements of knowledge to be passed on to the sellers • Explain the documentation requirements and registration process • Ensure accurate and timely completion of documentation process 	1. Create a proposal for the registration 2. Demonstrate the registration process documents.	
5. Demonstrate Selling Tactics with market trends	1. Meaning of selling tactics 2. International operating standards for benchmarking 3. Success stories of comparative organizations 4. Work on Self-development: <ul style="list-style-type: none"> • Business development • Selling skills • Negotiation skills • Customer service orientation • Attend regular training programs 	1. Demonstrate negotiation skills and customer service. 2. Oral Presentation on communication skills.	08

Unit 2: Business Environment			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
	to keep self-updated on technology platform enhancements		
Total			35

Unit 3: Product Promotion and Technology			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
1. Understand the critical aspect of the online portal	1. Meaning of online portal 2. How to use operating technology platform 3. Guiding steps of using technology platform by the sellers.	1. Visit an Organisation and observe the use of online portal.	07
2. Orient, train sellers and solving trouble shoot simple issues of sellers	1. Orient and train sellers on the portal operation and seller panel 2. Technology using by sellers 3. Troubleshoot issues of sellers 4. Help and guide seller in uploading new product	1. Discuss the orienting and training of sellers on operating the technology platform.	07
3. Evaluate the sellers on promotion	1. Meaning of promotion 2. Ways to evaluate promotions 3. Evaluate promotions and advise the advantages that sellers can derive from the promotions.	1. List out the ways to evaluate promotions. 2. Prepare a chart on Advantages of sellers can derive from the promotions.	07
4. Updating sellers on promotions			07

Unit 3: Product Promotion and Technology			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
	1. Ensure seller receives advantage and dues as per contract. 2. Update self about upcoming promotions and technology applications 3. Help seller plan his work as per business information received.	1. Group discussion on how to update sellers on promotions.	
5. Suggest, guide new sellers and promotional offers	1. Meaning of online business. 2. Suggest and guide new sellers about how to grow business online. 3. Promotional offers on high-end brands and bulk offers on small brands.	1. List out promotional offers on high-end brands available in the market. 2. Group discussion on how to grow business online.	07
Total			35

Unit 4:Operational Activities			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35 Hrs)
1. Identify the methods of selling.	1. Methods of selling 2 Selling ways 3. Procedure for arranging the products 4. Segment the products	1.Classify the methods of selling 2. Identify the methods of selling in different retail format 3. Check the product packaging proper 4.Arrange the products in suitable segments	07

Unit 4:Operational Activities			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duratio n (35 Hrs)
2. Segment customer base and analyze market potential	<ol style="list-style-type: none"> 1. Describe the number of accounts, prospects and total potential customers 2. Quotas and company plans 3. Selection of representatives in the best territories 4. Potentials for organizations 	<ol style="list-style-type: none"> 1. Visit the sales organization and Identify the potentials for organizations that have been touched 2. Visit to the sales organization and observe how to segment customer base and analyze market potential. 	07
3. Operational activities to enhance business performance and improve seller satisfaction	<ol style="list-style-type: none"> 1. Meaning of operational activities 2. Operational activities and business performance 3. Daily operational activities 4. Seller satisfaction 	<ol style="list-style-type: none"> 1. Demonstrate daily operational activities 2. Role play on seller satisfaction 	07
4. Daily operational activities of a seller activation executive	<ol style="list-style-type: none"> 1. Tracking of seller listing on the portal 2. Seller training <ul style="list-style-type: none"> • processes, • guidelines, and • panels to targeted seller 3. Address seller queries and resolve concerns 4. Monitor and achieve targets in terms of seller registration 5. Collect, collate and share seller feedback with management 	<ol style="list-style-type: none"> 1. Prepare MIS formats for reporting 2. Learn tracking sales on portals 3. Read and understand information on the technology platform/portal 4. Read and interpret sales targets. 	07
5. MIS reporting, webinars, exhibition and manage payment cycle for sellers	<ol style="list-style-type: none"> 1. MIS reporting 2. Conduct Webinars 3. Exhibition for sellers 4. Manage payment cycle for sellers. 	<ol style="list-style-type: none"> 1. Demonstrate MIS reporting 2. Learn how to manage payment cycle for sellers 	07
Total			35

Unit 5: Maintain Relationship with Sellers			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Understand the registration process and handover of the seller to account manager.	1. Complete all required process from registration to on boarding 2. Complete handover of the seller to account manager	1. Demonstrate the registration process. 2. 3 Group activity on registration related documents.	05
2. Build healthy relationship between seller and account manager	1. Build relationships with new sellers 2. How to strengthen the relationship. 3. How to maintain healthy relationships between seller and account manager	1. Group activities on products and process of the organization. 2. Demonstration on sellers and the way to connect them.	07
3. Complete induction material and feedback	1. Ensure induction material is complete in all respects 2. Feedback on the material and incorporate the same	1. Learn to identify individual problems immediately and take up solutions quickly to resolve delays. 2. Role play on the effective communication with customers.	05
4. Guidelines and process to address, orient, train sellers	1. Train and orient sellers about the process, guidelines and panels 2. Address all seller queries and resolving concerns and issues 3 Suggests and guide sellers about how to grow their business online	1. Group activity to learn process documents and training manuals.	06
5. Understand the background of the sellers accounts	1. Understand the background of the seller accounts 2. Understand and interpret seller queries	Collect the informations and learn how to apply,	07

Unit 5: Maintain Relationship with Sellers			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
and solve their queries	3. Suggest solutions to address the identified queries 4. Help manage and grow their business 5. Train sellers on all documentation and reporting processes as per company policy 6. Identify the list of existing sellers who have come from different mediums	analyze, and evaluate the informations gathered. 8. Learn how to interpret and infer seller data.	
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: <ul style="list-style-type: none"> • 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	1. Demonstrate the knowledge of different personality types	

	<ol style="list-style-type: none"> 3. Describe basic personality traits 4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive 		15
Total			25

Unit 3: Information & Communication Technology Skills – IV			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Total Duration (20 Hrs)
1. Perform tabulation using spread sheet application	<ol style="list-style-type: none"> 1. Introduction to spread sheet application 2. Spread sheet 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 spread sheet. 11. Saving a spread sheet in various formats. 	1. Demonstration and practice on the following: <ul style="list-style-type: none"> • 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	<ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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 	10

		<ul style="list-style-type: none"> • Sliding layout • Saving a presentation • Printing a presentation document 	
Total			20

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

	<ol style="list-style-type: none"> 4. Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes, 5. Green jobs in green tourism 6. Green jobs in building and construction 7. Green jobs in appropriate technology 8. Role of green jobs in Improving energy and raw materials use 9. Role of green jobs in limiting greenhouse gas emissions 10. Role of green jobs minimizing waste and pollution 11. Role of green jobs in protecting and restoring ecosystems 12. Role of green jobs in support adaptation to the effects of climate change 		
Total			15

Part B–Vocational Skills

Sl. No.	Units	Duration (Hrs)
1.	Unit 1: Distribution Marketing	35
2.	Unit 2: Competitive Business Performance	35
3.	Unit 3: Maintain Relationship with Stakeholders	35
4.	Unit 4: Grooming, Health and Hygiene of organization	30
5.	Unit 5: E-commerce and Online Retailing	30
	Total	165

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

4. Identify the types of intermediaries involved in distribution channel and their role in marketing	1. Meaning of intermediaries 2. Types of intermediaries in marketing channels 3. Role of agents	1. Visit a marketing agency and identify the role of each intermediaries involved in distribution channel and their functions	07
Total			35

Unit 2: Competitive Business Performance			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
1 Understand competitor and market analysis to improve business performance	1. Meaning of business performance 2. Factors affecting business performance 3. Analysis of competitors to improve business performance 4. Analysis of market to improve business performance 5. Methods of collecting market and competitors information	1. Prepare a chart on methods of collecting competitors and market information 2. Group discussion on factors affecting business performance	07
2. Identify services offered by Competitors	1. Meaning of competitors services. 2. Seller activation and competitors services 3. Collect information about market share, sales and revenue 4 Collect information on strength and weakness 5. Collect information on new strategies/ services offerings provided by competitors.	1. Group activity to plan and organise market and competitors information 2. Role play on seller activation executive	08
3. Learn to collect and feed data on market	1. Market analysis <ul style="list-style-type: none"> • Offers/schemes • How to create new schemes 2. Collect and feed data on market 3. Collect market information to improve business performance	1. Visit an organization and ask the ways of collecting market information.	07

Unit 2: Competitive Business Performance			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
4. Collect and feed data on competition	1. Competitors analysis 2. Importance of seller feedback 3. Collect seller feedback and provide valuable inputs to manager/business partners 4. Collect competitors information to improve business performance	1. Visit an organization and ask the ways of collecting competitor's information. 2. Group discussion on importance of competitor's analysis in the today's scenario.	07
5. Learn analysing, evaluating and communicating information and problem solving techniques	1. Analyse, interpret and infer data. 2. How to Identify problems immediately and take solutions to resolve delays 3. How to evaluate best possible solutions 4. Understand job role of seller activation executive	1. Collect data and analyse, and interpret it. 2. Visit an organization and ask how they are taking solutions to resolve delays.	06
Total			35

Unit 3: Maintain Relationship with Stakeholders			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
1. Understand internal and external customers	1. Meaning of internal and external customers 2. Differentiate between external and internal customers 3. Expectations as per relationship with individual/group 4. Medium of communication	1. Demonstrate internal and external customers. 2. Game activity on medium of communication	07
2. Identify sales acquisition techniques	1. Importance of business-to business processes 2. Feedback and guidance from immediate manager or team members to improve activation capabilities 3. Importance of Training programs	1. Visit an organisation and ask the manager about selling/activation function in business-to business processes.	07
3. Build and manage network with sellers	1. Build network of sellers through various sources as per company policy		07

Unit 3: Maintain Relationship with Stakeholders			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (35Hrs)
	2. Manage network of sellers 3. Establish trust and confident with sellers by communicating the need, expectations and shareable information 4. Ensure minimization of possible losses and risks in relationships	1. Role play on build and manage network with sellers. 2. Group activity on establish trust and confident with sellers.	
4. Demonstrate effective interpersonal communication	1. Communicate clearly in local language 2. Meaning of inter-personal communication 3. Ways of Effective inter-personal communication	1. Demonstrate inter-personal communication 2. Presentation on how to do effective inter-personal communication.	07
5. Handle conflicts smoothly	1. Meaning of interpersonal conflict/disputes according to company policy/procedures. 2. Consult supervisor about conflict 3. Concisely and accurately record details of the conflict and report to concerned authority.	1. Group discussion on how to handle conflicts smoothly. 2. Role play on handling conflict.	07
Total			35

Unit 4: Grooming, Health and Hygiene of organization			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Understand Personal hygiene requirements	1. Personal hygiene <ul style="list-style-type: none"> • Personal protective equipments • Dispose correctly the used cloths • Use effective practices and teaching. • Ensure personal hygiene while at work • Avoid use of products that affect personal hygiene adversely. 	1. Demonstrate personal hygiene requirements 2. Presentation on use of products that affect personal hygiene adversely.	07
			08

Unit 4: Grooming, Health and Hygiene of organization			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
2. Identify hygiene conditions and use of hygiene products that could impact health	1. Meaning of Health and hygiene 2. Identify hygiene conditions that could impact health 3. Use of products that aid in improving personal hygiene. 4. Importance of health and hygiene	1. Prepare a chart on health and hygiene 2. Presentation on importance of personal hygiene. 3. Prepare a list of equipment and material of cleaning.	
3. Identify grooming as per company policies	1. Awareness of company policies with respect to grooming 2. Company policy with respect to personal grooming 3. Articles required conforming to grooming norms as per company policies. 4. Maintain and ensure products provided by organization as per grooming policies.	1. Demonstrate company policies with respect to grooming, health and hygiene. 2. Prepare a chart on personal grooming.	08
4. Precautionary actions for health measures	1. Personal health issues related to injury, food, air and infectious disease 2. Avoid the risk of not to go for work if unwell. 3. Preventive health check-ups at regular intervals 4. Take prompt treatment from the doctor in case of illness. 5. General sense of hygiene and appreciation for cleanliness for the benefit of self and the customers or local community.	1. Presentation on health checkups at regular intervals. 2. Motivational activity for hygiene and appreciation for cleanliness for the benefits of the self.	07
Total			35

Unit 5: E-Commerce and Online Retailing			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
1. Understand e-commerce and online retailing	1. Meaning of E-commerce 2. Meaning of online retailing	1. Role Play on the seller activation executive in e-commerce system.	07

Unit 5: E-Commerce and Online Retailing			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Total Duration (30 Hrs)
	3. Basic concepts of online retailing 4. Role, Utility and benefits of Information and communication Technology 5. Advantages and shortcomings of online retailing	2. Presentation on importance of ICT for the seller activation executive.	
2. Identify Online retailing resources	Guide to online resources 1. Affiliate 2. Marketing 3 Content management 4. Customer service 5. Delivery service 6. E-commerce system 7. E-mail marketing 8 Fulfilment service 9 Order management 10 Payment processing 11 Performance monitoring 12 Return processing 13 Search engine marketing 14 Web analytics 15 Web design/hosting	1. Demonstrate all online retailing resources.	08
3. Customer relationship management for online retailing	1. Goals of CRM 2. Principles of CRM 3. Customer loyalty 4. strategic foundation of customer relationship management 5. Online pricing 6. Promotional strategy	1. Discuss the importance of CRM for the job role of seller activation executive. 2. Prepare a CRM chart.	05
4. Online-Retailing Application	1. Online-retailing practices 2. Online merchandising techniques 3. Online Store management 4. Online brand management 5. Online promotion	1. Group discussion on brand management 2. Game activity on online merchandising techniques.	05
5. Understand E-commerce procedure and current trends of online-retailing	1. Basic concept of e-commerce 2. Various e-commerce models 3. E-commerce payments and securities 4 Digital cash, smart card, Bluetooth technology 5. Current trends of e-retailing	1. Prepare a chart on various e-commerce models 2. Presentation on the use of the recent technology in online e-retailing.	05
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. Sellers network
7. Storage of goods
8. Maintain stock levels
9. Communication between sales persons and customers
10. Communication between sales person and other stakeholders of the retail store
11. Segmentation of products
12. Sales and acquisition techniques
13. Arranging products in racks, Gondolas etc.
14. Types of signage's its usefulness
15. Duties and responsibilities of seller activation executive
16. Traditional billing system
17. Computerised billing system
18. Manpower engaged
19. Health and safety
20. Display of products
21. Total expenditure of retail store
22. Total annual income
23. Profit/Loss (Annual)
24. 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 Seller Activation Executive

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	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills. • Technical competencies (e.g. in areas such as marketing, sales 	18-37 years Age relaxation to be provided as per Govt. rules.

	experience. Preference given to higher education with MBA (Retail Marketing) and/ or PG Diploma in Retail Management.	promotion, store maintenance, marketing and merchandising etc.)	
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Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

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

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

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

OR

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

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

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

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

- (i) Written test for the technical/domain specific knowledge related to the sector;

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

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

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

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

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

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

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

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous up gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;

6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of students/student support services.

9. LIST OF CONTRIBUTORS

1. P. Veeraiiah

Associate Professor

Department of Business & Commerce,

PSSCIVE, Bhopal

Email: vp672000@gmail.com Mob: 08989014432, 09893332807



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