

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Sales Associate

(QUALIFICATION PACK: Ref. Id. RAS/Q0104)

SECTOR: Retail

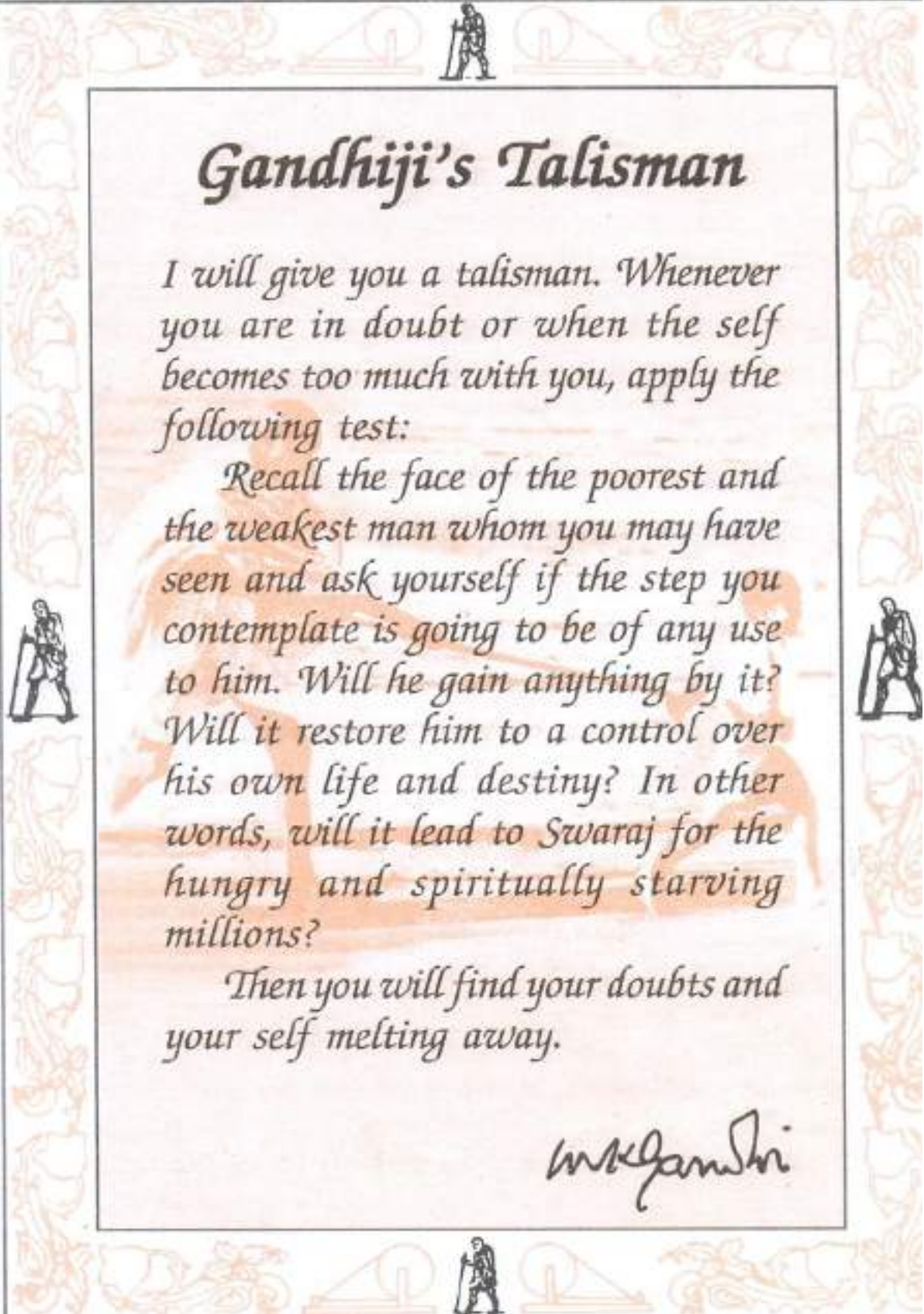
Classes 11 and 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

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



Gandhiji's Talisman

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

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

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

M.K. Gandhi

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Retail – Sales Associate

June, 2019

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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 Sales Associate. The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through 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 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. KHAMBAYAT
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) 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 thankful to the course coordinator P. Veeraiah and experts for their untiring efforts and contributions in the development of this learning outcome based curriculum. Their names are acknowledged in the list of contributors. We are also thankful to L. N. Verma, Retired Professor, National Institute of Technical Teachers Training Institute, Shyamla Hills, Bhopal and B. L. Gupta Professor, Department of Management, National Institute of Technical Teachers Training Institute, Shyamla Hills, Bhopal, reviewed the curriculum.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cell (PPMC) and Dipak Shudhalwar, Associate Professor, Department of Engineering & Technology, PSSCIVE in development of the curriculum for the employability skills and Geeta Tomar, Consultant, Department of Business and Commerce, PSSCIVE, Bhopal, in development of the curriculum for the vocational skills are duly acknowledged.

We acknowledge the assistance provided by Sunita Koli, Computer Operator Grade III in typing and composing of the material.

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Retail - Sales 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.

The major task of a sales associate is to sell a company's products by demonstrating and specifying product quality. He is also responsible for ensuring that customers are aware of all the promotions that are in demand as per needs of the customers are led to their choice of product. In large retail stores, new customers always become a tad confused as they do not know where to look for what they want. It is the duty of a sales associate to ensure that each customer is directed where they want to go. They may accompany customers to the correct aisle.

After completion of this course the learner would be able to work as sales associate in organized retailing to guide the customers in finding merchandise, introduce customers to new merchandise, highlight product features in order to promote sales and also guide to the Retail Sales Assistants. He/she interact with customers to understand and service customer needs with specialization leading to maximization of business in a retail environment. He/she needs to be physically fit to withstand working in a retail environment whilst being customer responsive. They need to have excellent product knowledge, interpersonal and listening skills.

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

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system;
- Demonstrate the basic skills of using computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;

- Process credit applications for purchases in retail business.
- Help to keep the store secure in retail business.
- Help to maintain healthy and safety aspects in retail business.
- Demonstrate products to customers in retail stores.
- Help the customers in choosing right products in retail stores.
- Provide specialist support to customers facilitating purchases in retail stores.
- Maximize sales of goods & services in retail stores.
- Provide personalized sales & post-sales service support to the customers.
- Resolve customer concerns in retail stores.
- Organize the delivery of reliable service to the customers.
- Improve customer relationship in retail business.
- Monitor and solve service concerns in retail stores.
- Promote continuous improvement in service to the customers.
- Work effectively in formal team in retail stores.
- Work effectively in retail organization.
- Create a positive image of sales associate & organization in the customer's mind.

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

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

COURSE DURATION: 600 hrs

| | |
|--------------|------------------|
| Class 11 | : 300 hrs |
| Class 12 | : 300 hrs |
| <hr/> | |
| 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 | 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: Fundamentals of Retailing | 30 | 40 |
| | Unit 2: Process of Credit Application | 35 | |
| | Unit 3: Mechanism for Customers to Choose Right Products | 35 | |
| | Unit 4: Specialist Support to Customers | 35 | |
| | Unit 5: Health and Safety Management | 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: Resolve Customer Concerns | 35 | 40 |
| | Unit 2: Delivery of Reliable service | 35 | |
| | Unit 3: Customer Relationship Management | 35 | |
| | Unit 4: Continuous Improvement in Service | 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: 40

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

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: <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 | 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"> Describe the importance of dressing appropriately, looking decent and positive body language Describe the term grooming Prepare a personal grooming checklist Describe the techniques of self-exploration | <ol style="list-style-type: none"> Demonstration of impressive appearance and groomed personality Demonstration of the ability to self-explore | 10 |
| 2. Demonstrate team work skills | <ol style="list-style-type: none"> Describe the important factors that influence in team building Describe factors influencing team work | <ol style="list-style-type: none"> Group discussion on qualities of a good team 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"> 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"> Game on time management Checklist preparation 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"> Introduction to word processing. Software packages for word processing. Opening and exiting the word processor. Creating a document | <ol style="list-style-type: none"> 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 document in word processor | <ol style="list-style-type: none"> Editing text Wrapping and aligning the text | <ol style="list-style-type: none"> Demonstration and practising the following: <ul style="list-style-type: none"> Editing the text | |

| | | | |
|--------------|---|--|-----------|
| | <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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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. | Fundamentals of Retailing | 30 |
| 2. | Process of Credit Application | 35 |
| 3. | Mechanism for Customers to Choose Right Products | 35 |
| 4. | Specialist Support to Customers | 35 |
| 5. | Health and Safety Management | 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 to learn the fundamental of retailing 2. Identify and list the various organized and unorganized retail formats from the given retail formats | 08 |
| 2. Describe the role of sales associate | 1. Concept of customer and related terms 2. Concept of customer service 3. Customer service functions 4. Customer satisfaction and importance | 1. A Field Visit to learn the Services to customers. | 07 |
| 3. Skills for handling retail by sales associate | 1. Essentials of skill development 2. Skills for sales associate | 1. A Field Visit to learn the Skills for Handling Retail Business 2. List out the different skills you find in sales persons in organized and unorganized retail shops. | 07 |
| 4. List out the duties and responsibilities of sales associate | 1. Duties of sales associate 2. Responsibilities of sales associate 3. Special activities of sales associate | 1. Carry out various duties and responsibilities of sales associate 2. Follow the core competencies while doing the work | 08 |
| Total | | | 30 |

| Unit 2: 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 5. Essential elements of contract of sale 6. Difference between condition and warranty | 1. A Role Play to Learn the Process of Credit sales in Retail Business 2. A Field visit to learn terms and condition adopted by retailers for credit sales. 3. Field visit to learn features of Credit sales | 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. A Role Play to Learn the Process of Credit sales in Retail Business 2. A Field visit to learn the practices adopted for making credit check 3. A field visit to learn Credit check and getting authorization in Retail Business | 09 |
| 3. Describe the process of credit requisitions | 1. Meaning of credit requisition, 2. Steps involved in the credit requisition | 1. A Role Play to Learn the Processing of Credit requisition 2. A Field visit to learn the documents for processing credit requisition of customer 3. A field visit to learn processing credit requisitions | 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. A Role Play to Learn Assessment of credit worthiness of customer 2. A Field visit to identify the assessment of credit worthiness of customers 3. A field visit to learn processing credit requisitions | 09 |
| Total | | | 35 |

| Unit 3: Mechanism for Customers to Choose Right Products | | | |
|---|--|--|--|
| Learning Outcome | Theory (15 Hrs) | Practical (20 Hrs) | Total Duration (35 Hrs) |
| 1. Identify the methods of selling in retail | 1. Methods of selling 2. Arrangement of products for sales in store | 1. Identify the methods of selling in different retail formats | 10 |

| Unit 3: Mechanism for Customers to Choose Right Products | | | |
|--|--|--|--|
| Learning Outcome | Theory (15 Hrs) | Practical (20 Hrs) | Total Duration (35 Hrs) |
| formats | <ol style="list-style-type: none"> 3. Need for arranging products 4. Segment the products 5. Identifying the products responsible for sales | | |
| 2. Find out the sales promotion activities in retail store/mall | <ol style="list-style-type: none"> 1. Meaning of Sales promotion 2. Objectives of Sales promotion 3. Sales promotion techniques 4. Ways to convincing the customers. 5. Acquiring knowledge of the nature of products. | <ol style="list-style-type: none"> 1. A Field visit to identify the characteristics of product 2. A field visit to learn techniques of sales Promotion | 08 |
| 3. Respond to the questions and comments of customers in retail store/mall | <ol style="list-style-type: none"> 1. When sales associate is unable to answer the customer's query 2. When an item is not available to the customer, 3. When transferring a customer, 4. Comments made on the product and how to respond on it, 5. Favors that cannot be done, 6. When a product is defective, 7. Closing with a customer, 8. Deal with angry customers | <ol style="list-style-type: none"> 1. A Role Play to Learn Responding Questions and Comments | 11 |
| 4. Demonstrate the techniques of closing the sale in retail store/mall | <ol style="list-style-type: none"> 1. Concept sale closing 2. Factors influencing the successful closing of sales 3. Techniques of closing of sale | <ol style="list-style-type: none"> 1. Visit a nearby organized retail store and observe the closing techniques adopted by retailer 2. Visit a nearby retail store and observe a technique adopted by the retailer/sales person to close sale with the customer | 06 |
| Total | | | 35 |

| Unit 4: Specialist Support to Customers | | | |
|--|--|--|--|
| Learning Outcome | Theory (15 Hrs) | Practical (20 Hrs) | Total Duration (35 Hrs) |
| 1. <i>Demonstrate the product information to</i> | <ol style="list-style-type: none"> 1. Meaning and features of product 2. Needs for product | <ol style="list-style-type: none"> 1. Identify the needs for product information in a given situation | 09 |

| Unit 4: Specialist Support to Customers | | | |
|---|---|--|--|
| Learning Outcome | Theory (15 Hrs) | Practical (20 Hrs) | Total Duration (35 Hrs) |
| <i>the customers</i> | information, 3. Types of product information 4. Help customer decide what to buy | 2. A Role Play to Learn providing information to customers by sales associate | |
| 2. <i>Explain the techniques to encourage customers to buy the products</i> | 1. Meaning of customer motivation, 2. Need for motivating customers to buy products, 3. Meaning of customer service policy 4. Policies for giving information to customers 5. Policies for customer complaints 6. Techniques to encourage customers to buy products | 3. A Role Play to Learn the techniques to encourage customers for products purchase 4. A Field visit to learn techniques to encourage customers for buy new product | 09 |
| 3. <i>List out the steps involving to provide personalized service</i> | 1. Meaning of personalized service 2. Customer service standards and standards for personalized customer service 3. Meaning of personalized sales support 4. Steps involving in personalized sales support | 1. Role play to learn the personalized customer to service 2. A Field visit to identify the Personalization of services to customers | 07 |
| 4. <i>Maintain the post-sale service support for attracting customers to resale the products in their retail store/mall</i> | 1. Meaning of post-sale service support, 2. Types of post-sale service support, 3. Meaning of customer information, 4. Records for storing clients/customers information, 5. Benefits of maintaining records of customer information, 6. Company laws and policies on data protection 7. Promises to customer 8. Types of promises to customer | 1. A Role Play to learn the assessment of credit worthiness of customer 2. A Field visit to identify the assessment of credit worthiness of customers | 10 |
| Total | | | 35 |

| Unit 5: Health and Safety Management | | | |
|---|----------------------------|-------------------------------|--|
| Learning Outcome | Theory (10 Hrs) | Practical (20 Hrs) | Total Duration (30 Hrs) |

| Unit 5: Health and Safety Management | | | |
|--|--|--|--|
| Learning Outcome | Theory (10 Hrs) | Practical (20 Hrs) | Total Duration (30 Hrs) |
| 1. Describe the Health and Safety Requirements | <ol style="list-style-type: none"> 1. Meaning of Health and Safety 2. Identify and follow the health and safety requirements laid down by retailer and law 3. Study the ways to encourage colleagues to follow the health and safety norms. | 1. A Field visit to observe health and safety practices at retail store | 07 |
| 2. List the Equipment and Materials | <ol style="list-style-type: none"> 1. Meaning of risk and types of risks in retailing 2. Types of equipment and materials used in the stores for health and safety 3. Trace out the approved actions to deal with risks. 4. Use of equipment with manufacturer's instruction | 1. A Field visit to observe the equipment's or material for health and safety practices at retail store | 08 |
| 3. Dealing with Accidents and Emergencies | <ol style="list-style-type: none"> 1. Meaning of accidents and emergencies 2. Dealing with Accidents and Emergencies 3. Recognise when evacuation procedure starts 4. Company procedures for evacuation | <ol style="list-style-type: none"> 1. A Field visit to know how to deal irate customers 2. Prepare a chart on company procedure for evacuation | 08 |
| 4. Reporting Accidents and Emergencies | <ol style="list-style-type: none"> 1. Meaning of Reporting 2. Retailers procedures and legal requirements to deal with accidents and emergencies 3. System of reporting accidents and emergencies to the right persons | <ol style="list-style-type: none"> 1. A Field visit to know retailers procedure of reporting with accidents and emergencies 2. Role play on reporting accidents and emergencies to the right persons | 07 |
| 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 |
| 2. Describe the basic personality traits, types and disorders | 1. Describe the meaning of personality 2. Describe how personality influence others 3. Describe basic personality traits | 1. Demonstrate the knowledge of different personality types | 15 |

| | | | |
|--------------|---|--|-----------|
| | 4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive | | |
| 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 | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 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 • Sliding layout • Saving a presentation • Printing a presentation document | 10 |
| Total | | | 20 |

| Unit 4: Entrepreneurial Skills – IV | | | |
|--|--|---|--------------------------------|
| Learning Outcome | Theory (10 hrs) | Practical (15 hrs) | Total Duration (25 Hrs) |
| 1. <i>Identify the general and entrepreneurial behavioural competencies</i> | <ol style="list-style-type: none"> Barriers to becoming entrepreneur Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity | <ol style="list-style-type: none"> Administering self-rating questionnaire and score responses on each of the competencies Collect small story/ anecdote of prominent successful entrepreneurs Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies Preparation of competencies profile of students | 10 |
| 2. <i>Demonstrate the knowledge of self-assessment of behavioural competencies</i> | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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. <i>Identify the role and importance of green jobs in different sectors</i> | <ol style="list-style-type: none"> Role of green jobs in toxin-free homes, Green organic gardening, public transport and energy conservation, Green jobs in water conservation Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes, Green jobs in green tourism Green jobs in building and construction Green jobs in appropriate | <ol style="list-style-type: none"> Listing of green jobs and preparation of posters on green job profiles Prepare posters on green jobs. | 15 |

| | | | |
|--------------|---|--|-----------|
| | <p>technology</p> <p>8. Role of green jobs in Improving energy and raw materials use</p> <p>9. Role of green jobs in limiting greenhouse gas emissions</p> <p>10. Role of green jobs minimizing waste and pollution</p> <p>11. Role of green jobs in protecting and restoring ecosystems</p> <p>12. Role of green jobs in support adaptation to the effects of climate change</p> | | |
| Total | | | 15 |

Part B: Vocational Skills

| Sl. No. | Units | Duration (Hrs) |
|---------|-----------------------------------|----------------|
| 1. | Resolve Customer Concerns | 35 |
| 2. | Delivery of Reliable Service | 35 |
| 3. | Customer Relationship Management | 35 |
| 4. | Continuous Improvement in Service | 30 |
| 5. | Work in Team & Organization | 30 |
| | Total | 165 |

| Unit 1: Resolve Customer Concerns | | | |
|--|--|--|-------------------------|
| Learning Outcome | Theory (15 Hrs) | Practical (20 Hrs) | Total Duration (35 Hrs) |
| 1. Identify and listen the customers' problems carefully | <ol style="list-style-type: none"> 1. Listening of problems, 2. Do and don't in identifying and listening customers' problems, 3. Sources of identifying the customers' problems, 4. Tools for identifying customers' problems, 5. Guidelines to anticipate customers' problems 6. Process of spotting customer service problems <ul style="list-style-type: none"> • Identify option • Identify other option • Confirm the option • Evaluation of options • Selection of option • In case if not able to solve | <ol style="list-style-type: none"> 1. To improve learners skills set in handling customer complaints, try this activity with your students. 2. Visit a nearby retail store and observe how customers' complaints are lodged? 3. Visit a nearby mall and examine the various sources that are used by retailers for identifying customers problems 4. Visit a nearby retail outlet to enquire about the tools used in identifying customers' problems and their personal experience with usage of such tools. | 07 |
| 2. List the organizational procedures to deal with customer problems | <ol style="list-style-type: none"> 1. Customer Problems 2. Customers' portray when they arrived with their problems in hand, 3. Handling customer problems 4. Rules of handling problems in organized way 5. Steps to deals with customers' problems 6. Resolve customer service problems <ul style="list-style-type: none"> • Discuss with customer about solutions • Implement the selection | <ol style="list-style-type: none"> 1. Visit a nearby mall to understand customer related problems 2. Visit a retail store and find out the problems reported and the mode in which consumers' problems are solved 3. Role play on how to handle customer in a given situation 4. Write down and discuss practical experience about | 10 |

| Unit 1: Resolve Customer Concerns | | | |
|---|---|--|--|
| Learning Outcome | Theory (15 Hrs) | Practical (20 Hrs) | Total Duration (35 Hrs) |
| | <ul style="list-style-type: none"> • Inform customer about action • Check the solutions with customer satisfaction • Provide reasons if not satisfied customer | service interaction and problems of products purchased by the customers. | |
| 3. Negotiate to reassure customers | <ol style="list-style-type: none"> 1. Organizational guidelines of steps to respond customers <ul style="list-style-type: none"> • Solve customer problems with sufficient authority • Work with other • Inform customer about actions • Check whether customer is comfortable with actions • Solve customer problems with service system 2. Benefits of negotiation 3. Solve customer problems 4. Steps taken to respond to customers, 5. Resolve customer complaints | <ol style="list-style-type: none"> 1. Demonstrate the organizational guidelines of steps to respond customers in a given conditions 2. Draw a chart on classify the benefits of negotiations 3. Role play on negotiating with customers and convince them to resolve the complaints | 10 |
| 4. Identify repeated customer service problems(CSP) and actions to avoid repetition of customer service problems(CPS) | <ol style="list-style-type: none"> 1. Identify repeated customer service problems 2. Methods of dealing with customer service problems 3. Why feedback on solving customers' problems is important? 4. How to ask customers for feedback on solving their problems? 5. What questions the retailers ask the customer? 6. Method to get feedback on solving customer's problems 7. When to conduct a feedback on solving customers' problems 8. Actions when feedback on solving customers' problems starts coming 9. Benefits of feedback to solve customers' problems 10. Solve repeated customer service problems | <ol style="list-style-type: none"> 1. Visit a retail store and identify repeated customer service problems, methods of dealing with customer service problems and its advantages and disadvantages of method of customer service problems 2. Case study on identifying and resolving customer problems 3. Collecting feedback for solving the customer problems 4. Handling customers complaint by sales associate at mobile retail shop | 08 |
| Total | | | 35 |

| Unit 2: Delivery of Reliable Service | | | |
|--|---|--|--|
| Learning Outcome | Theory (15 Hrs) | Practical (20 Hrs) | Total Duration (35 Hrs) |
| 1. Procedure of delivering reliable service | <ol style="list-style-type: none"> Plan, prepare and organise variety of services/ products to customers Plan for delivering customer service How to provide prompt attention to customer Reorganise work to respond to unexpected additional workload Features of customer service Impact of customer services Procedure for delivering customer service | <ol style="list-style-type: none"> Demonstrate the process of delivering customer service and also examine the positive influence of customer service delivery provided by the retailer Visit a retail store and ask what type of service they provide and how they keep their customer happy? | 08 |
| 2. Review and maintain customer service delivery | <ol style="list-style-type: none"> Maintain service delivery during <ul style="list-style-type: none"> Busy periods Unusually quiet periods When systems, people or resources let down Meet customer expectations. Manage time with customer to solve their problems Respond customer when the comment on products/ service How to improve reliability of service? Monitor the action taken for improvement of service How to communicate customer feedback to others? | <ol style="list-style-type: none"> Role play on how to deliver and maintain customer service. Demonstrate how to respond customer when they comment on products/ services | 12 |
| 3. Use recording system to maintain reliable customer services | <ol style="list-style-type: none"> Meaning of customer service information and features Collection of customer service information Recording customer service information Storing customer service information How to store customer data? Maintain customer service information Retrieving and Supply customer service information | <ol style="list-style-type: none"> Find out organizational guidelines for recording and storing of customer service information and also demonstrate the recording and storing of customer service information Demonstrate how to solve customer query with the help of customer service information | 08 |

| Unit 1: Resolve Customer Concerns | | | |
|---|--|---|--|
| Learning Outcome | Theory (15 Hrs) | Practical (20 Hrs) | Total Duration (35 Hrs) |
| 4. Identify the legal requirements for storage of customer information. | <ol style="list-style-type: none"> 1. Meaning and importance of legal requirement for storage of customer information, 2. Precautions for storage of customer information. | <ol style="list-style-type: none"> 1. Visit any Retail Store and find out the legal aspects of storing of customer information and precautions for storage of customer information | 07 |
| Total | | | 35 |

| Unit 3: Customer Relationship Management | | | |
|---|--|--|--|
| Learning Outcome | Theory (15 Hrs) | Practical (20 Hrs) | Total Duration (35 Hrs) |
| 1. Improve communication and customer relationship management (CRM) | <ol style="list-style-type: none"> 1. Meaning of CRM 2. Benefits of CRM 3. Process of CRM 4. E-CRM 5. Differentiate between CRM and E-CRM 6. Components of customer relationship management (CRM) 7. Best method of communication to meet with customer expectation | <ol style="list-style-type: none"> 1. Visit a retail store to identify CRM activities in retail store 2. Visit a nearby retail store and learn about the process of CRM adopted by retailer and benefits derived by implementing CRM | 07 |
| 2. Balance the need of customer and organization | <ol style="list-style-type: none"> 1. Meet customer expectation with company offers 2. Reasons of customers not meeting with expectation 3. Alternative solutions 4. Cost and benefits of solutions 5. Negotiate and agree solutions with customers 6. Satisfy customers with actions 7. Customer retention 8. Need for customer retention 9. Ways to retain customer | <ol style="list-style-type: none"> 1. Visit a retail outlet and enquire with the retailer about core areas to increase sales 2. Draw a chart contains ways to retain customer retention | 07 |
| 3. Exceed customer expectations to develop relationship | <ol style="list-style-type: none"> 1. Efforts to improve relationship with customers 2. Customer expectation 3. Opportunities to exceed customer expectation 4. Reasons for not | <ol style="list-style-type: none"> 1. Visit any Retail Store to obtain customer expectation from retailer 2. Visit any electronic showroom and find out the strategies followed by them for meeting | 07 |

| Unit 3: Customer Relationship Management | | | |
|--|---|---|--|
| Learning Outcome | Theory (15 Hrs) | Practical (20 Hrs) | Total Duration (35 Hrs) |
| | meeting customer expectations by the retailer 5. Support in meet customer expectation | customer expectations | |
| 4. Communicate and respond effectively to customers in retail store/mall | <ol style="list-style-type: none"> 1. Meaning and process of communication 2. Respond appropriately to customers <ul style="list-style-type: none"> • Respond promptly • Select most appropriate way for communication • Cross check with customer about their expectation • Respond on customer comment and questions • Give time to customer 3. Importance of communicate information to customers 4. Communicate information to customers <ul style="list-style-type: none"> • Provide information to customer • Inform customer about the company products check • Recognize complicated information • Reasons of not meet with customer expectation | <ol style="list-style-type: none"> 1. Visit any Retail Store and demonstrate the effective use of communication while deal with customers 2. Role-play on process of communication appropriately on given conditions in the classroom | 07 |
| Total | | | 35 |

| Unit 4: Continuous Improvement in Service | | | |
|---|---|---|--|
| Learning Outcome | Theory (10 Hrs) | Practical (20 Hrs) | Total Duration (30 Hrs) |
| 1. Plan improvements in customer service based on customer feedback | <ol style="list-style-type: none"> 1. Types of retail service 2. Impact of services on customer satisfaction 3. Pre-requisites for providing customer services 4. Reasons for gap between | <ol style="list-style-type: none"> 1. Visit a nearby retail store and observe services improvement in the retail store 2. Visit to the nearby | 08 |

| Unit 4: Continuous Improvement in Service | | | |
|---|--|---|--|
| Learning Outcome | Theory (10 Hrs) | Practical (20 Hrs) | Total Duration (30 Hrs) |
| | retailer's service and customer expectations 5. Gathering feedback from customer 6. Analyses and interpret feedback to identify opportunities 7. Effect of proposed changes on customer and organization 8. Types of changes 9. Negotiate changes in customer service system and improvements | retail store and draw a chart contain gathering, analyzing and interpreting customer feedback | |
| 2. Describe the mechanism for implementation of changes in customer service | 1. Implementation of authorised changes 2. Implement the changes as per organizational guidelines 3. Inform about the changes and reason of changes 4. Monitor the reactions 5. Mechanism for customer's influences 6. Customer service performance meters | 1. Perform the functions of service provider in role-play 2. Visit a retail; store and observe the mechanism of implementation of changes in customer service | 08 |
| 3. Review changes for promote continuous improvement in customer services | 1. Collect and record customer feedback after changes 2. Analyses and interpret feedback after changes, 3. Advantages and disadvantages of changes, 4. Identify the opportunities for improvement 5. Presentation of the analyzed customer feedback after changes | 1. Visit a business retail outlet and observe the method of taking feedback 2. Conduct a customer survey and prepare a report to collecting, analyzing and interpreting feedback after changes | 08 |
| 4. List improving changes in service | 1. Changes to improve service 2. Impact of changes in service on business | 1. Visit a retail outlet and identify the changes to improve in service in a given situation | 06 |
| Total | | | 30 |

| Unit 5: Work in Team & Organisation | | | |
|--|-----------------------------|-------------------------------|--|
| Learning Outcome | Theory (10 Hrs) | Practical (20 Hrs) | Total Duration (30 Hrs) |
| 1. Demonstrate | 1. Organization standard of | 1. Visit the organized | 08 |

| Unit 5: Work in Team & Organisation | | | |
|--|---|---|--|
| Learning Outcome | Theory (10 Hrs) | Practical (20 Hrs) | Total Duration (30 Hrs) |
| the organization standards by appearance and behaviour | appearance 2. Precautions for appearance and behaviour 3. Dealing with the customer <ul style="list-style-type: none"> • Greet customer • Communicate customer that they are valued customer • Identify customer expectations • Treat customer courteously • Informed customer and reassured | retail outlet and draw a chart on standards of appearance 2. Visit the retail store and learn precautions working in male and female staff in retail store 3. Dealing with customers with effective ways | |
| 2. Support work team | 1. Meaning of work team and its features 2. Responsibilities of team leader and team members 3. Interpret, confirm and act on legal requirements like <ul style="list-style-type: none"> • Anti-discrimination • Sexual harassment • Bullying 4. Development of effective work habits <ul style="list-style-type: none"> • Ask questions • Plan and organize workplace information • Priorities and complete task • Balancing the work and personal priorities | 1. Visit the retail store and prepare chart on features of team work in retailing 2. Learn team work activity through game | 08 |
| 3. Work effective in organization | 1. Support in effective working <ul style="list-style-type: none"> • 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 retail organization 3. Job scenario in retail sector remuneration 4. Customer sales service associate 5. Rights of employees | 1. Visit a retail store to demonstrate the support effective working 2. Visit a retail store to identify the career prospects in retailing 3. Visit the retail store to collect information regarding how much employees are aware with their rights and responsibilities | 07 |

| Unit 5: Work in Team & Organisation | | | |
|--|---|--|--|
| Learning Outcome | Theory (10 Hrs) | Practical (20 Hrs) | Total Duration (30 Hrs) |
| | 6. Responsibilities of employees | | |
| 4. Help in planning of own and others | 1. Define the goal and its features 2. Skills to complete goal 3. Actions taking for completing 4. Help other <ul style="list-style-type: none"> • 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 5. Concept of work in a team 6. Importance of teams to achieve targets in retailing 7. Value of a team member 8. Tools and techniques available to set team performance targets and how to work as a team 9. How to work as a team 10. Mobilizing finances 11. Personnel recruitment 12. Marketing activities | 1. Visit the retail store and demonstrate the skills to complete the task and also demonstrate how to work in team | 07 |
| 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*

Teaching/Training Aids

1. Computer
2. LCD Projector
3. Projection Screen
4. White/Black Boards
5. Flip Charts

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. | <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 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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