

# Competency Based Curriculum

## National Vocational Education Qualification Framework

### Sector: Organized Retailing

#### NVEQ Level 1: Retail Business



PSS Central Institute of Vocational Education, Bhopal  
(a constituent unit of NCERT, an autonomous organization under Ministry of Human Resource Development, Government of India)

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## Introduction

The National Vocational Education Qualification Framework (NVEQF) developed by the Ministry of Human Resource Development (MHRD), Government of India is a descriptive framework that provides a common reference for linking various qualifications. It is used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

The NVEQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. The Unit of competency or National Occupation Standards comprising generic and technical competencies an employee should possess are laid down by the Sector Skill Council of the respective economic or social sector.

Competency is defined in terms of what a person is required to do (performance), under what conditions it is done (conditions) and how well it is to be done (standards). It can be broadly categorized into foundational, practical and reflexive competencies. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes and its rules and regulations. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NVEQF has been issued by the MHRD. For more details on the NVEQF, please visit the website of MHRD at [www: mhrd.gov.in](http://www.mhrd.gov.in).

The term “**curriculum**” (plural: *curricula or curriculums*) is derived from the Latin word for “*race course*”, referring to the course of deeds and experiences through which children grow to become mature adults. A competency based curriculum describes what learners must “know” and “be able to do” by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead to the learner to mastery of the targeted learning outcome.

The **competency based curriculum** is broken down into coherent parts known as **Units**. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

## About the Sector

A retailer is the one who stocks the producer's goods and is involved in the act of selling to the customer or consumer, at a margin of profit. Retailing is the last link that connects 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.

The retail industry is divided into organised and unorganised 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. **Unorganised retailing**, on the other hand, refers to the traditional formats of low-cost retailing, for example, the local kirana shops, owner manned general stores, paan/beedi shops, convenience stores, hand cart and pavement vendors, etc.

Organised retail can be categorised 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, Specialty 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 entry level jobs in organized retailing include (i) **Customer Service Assistant** who enhances the customer service satisfaction (ii) **Retail Bagger/Packer**, who makes the Bagging/ Packing the goods sold by the customers and (iii) **Goods Mover in Retail**, who assist customers in finding merchandise, introduce customers to new merchandise, and move the goods from racks to billing counters.

## Objectives of the Course

After completion of this course, you will be able to:

### Unit 1: Retailing Basics

#### Session 1: Basics of Retailing

- Identify the functions of a retailer
- Evaluate the services to be rendered by retailers to the customers
- Identify the essential requirements of retailers

#### Session 2: Organized and Unorganized Retailing

- Identifying organized and unorganized retailing

#### Session 3: Store and Non-store Retailing

- Identifying the basis of classifying the retailing
- Classify the various formats of store and non-store retailing

#### Session 4: Indian and Global Retailer

- Identify Major Retailers

### Unit - 2: Communication Basics

#### Session 1: Introducing and Greeting

- Introduce and greet in a proper way

Session 2: Framing of Questions and Complete Sentences

- Framing of question and sentence

Session 3: Dealing with Customers in Retail Environment

- Dealing with customers while they are shopping for goods

Session 4: Principles of Communication

- Identify elements of communication cycle

**Unit 3: Goods Management in Retail**

Session 1: Types of Retail Goods

- Identify retail goods

Session 2: Material Handling

- Demonstrate the process of material management
- Identify the types of material handling equipment

Session 3: Documentation in Goods Handling

- Identify the various documents used in goods moving.

Session 4: Procedure for Goods Moving

- Identify the procedure of moving of goods.



## **Unit 4: Customer Service**

### Session 1: Conceptual Framework

- Differentiate between consumer and customer
- Identify customer's needs

### Session 2: Effective Customer Service

- Identify the effective customer service
- Dealing effectively with customers

### Session 3: Customer Service in Retail

- Role of customer service
- Customer Service & Retail Industry

### Session 4: Elements of Customer Service

- Identify the elements of Good customer service
- Enlist the advantages of customer service

## **Unit 5: Packaging and Bagging in Retail**

### Session -1: Packaging Materials

- Identify the competencies required in bagging and packaging while delivering goods
- Describe the role and functions of people involved in work during packaging & bagging

### Session-2: Use of Packaging Equipment

- Handle the various types of packaging equipments

- Describe the procedure of equipments handling for bagging/ packaging the goods

#### Session 3: Procedure for Bagging and Packing

- Learn the step by step procedure of using packaging material & Equipment for bagging and packaging.

#### Session 4: Marking and Labeling

- Identify the competencies required for understanding the various methods of labeling used in retailing.
- Evaluate the various purposes of labeling and marking

### **Unit 6: Hygiene and Safety Practices in Retail**

#### Session 1: Basic Hygiene and Safety Practices

- Describe the importance of maintaining hygienic conditions in retail store

#### Session 2: Potential Hazards at Workplace

- Describe potential hazards & safe practices to be adopted at retail store.
- Extinguishing small fires

#### Session 3: Safety Measures at Workplace

- Practice safety measures and tips to control injuries, violence, harassment, shoplifting and robbery
- State how to handle money equipment, machines, irate customers and shrinkage

#### Session 4: Precautions to be taken for safety

- Guide the care taken for travel and personal safety equipments

### **Unit 7: Work Integrated Learning**

#### Session 1: Retail Store Types

- Classify the stores in retailing

#### Session 2: Career Prospects in Retail

- Identify the various job opportunities and career prospects in retailing

#### Session 3: Writing a Resume

- Enlist the various types of resumes used frequently for job in retail sector

#### Session 4: Writing a Job Application

- Identify basic points for writing Job Application

## Competency Based Curriculum

### Sector: Organized Retailing NVEQ Level 1: Retail Business

**Course Structure:** This course (vocational qualification package) is a planned sequence of instructions consisting of the following 06 modules called as Units.

NVEQ Level 1				
S.No.	Unit Code	Unit Title	No. of Notional/ Learning Hours	Pre-requisite Unit, if any
1.	RS101-NQ2012	Retailing Basics	15	Nil
2.	RS102-NQ2012	Communication Basics	15	Nil
3.	RS103-NQ2012	Goods Management in Retail	10	Nil
4.	RS104-NQ2012	Customer Service	15	Nil
5.	RS105-NQ2012	Packaging and Bagging in Retail	15	Nil
6.	RS106-NQ2012	Hygiene and Safety Practices in Retail	20	Nil
7.	RS107-NQ2012	Work Integrated Learning	10	Nil
<b>Total</b>			<b>100</b>	

Successful completion of **100 hours of theory sessions and 100 hrs of practical activities and on-the-job learning** is to be done for full qualification.

**Classroom Activities:** Classroom activities are an integral part of this programme and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional aids, such as Videos, Colour Slides, Charts, Diagrams, Models, Exhibits, Handouts, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode.

**Practical Activities:** Activities that provide practical experience in case based problems, role play, games, etc. and practical exercises using props, tools and equipment. Equipment and supplies should be provided to enhance hands-on experiences for

students in the chosen occupation. Trained personnel should teach specialized techniques such as handling of products and equipment, maintaining safe and hygienic conditions, handling customer's complaints and requirements, etc. A training plan signed by the student, teacher, and employer that reflects tasks to be performed and competencies to be imparted should be prepared for training of the students in the organization/industry.

**On-the-Job Training:** On-the-job training (OJT) occurs whenever more experienced employee or supervisor teaches less experienced person on how to do one or more tasks of a job. The training utilizes actual equipment and materials. OJT should be undertaken in a structured manner with a training plan under the supervision of an experienced trainer or supervisor. A training plan that reflects tasks to be performed and competencies to be imparted should be prepared and signed by the student, teacher, and supervisor at the workplace for training of the students in the organization/industry. The trainer should break down all the steps of the job and train the students as per the training plan. In a structured OJT, the following steps should be followed:

- Step 1:** The Instructor or the trainer tell, show, demonstrate, and explain. The trainer gives an overview of the task while explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks.
- Step 2:** The Instructor or the trainer demonstrates each step in detail, actually doing the steps of the task and explaining each step, one at a time, while the trainee watches. The steps may not necessarily be demonstrated in the sequence of actual operation, as sometimes it is better that simple tasks are demonstrated first to build confidence. Showing finished products at each appropriate step will help the learner understand what is required as outcome. While demonstrating, the trainer explains why each step is done in the way it is done.
- Step 3:** It involves direct trainee participation. The trainer monitors the progress on a checklist of competencies and offers feedback and pointers where and when needed.
- Step 4:** The trainee practices with clearly defined targets for performance standards.

**Certification:** Upon successful completion of this course, the State Education Board and the Retailer's Association of Skill Council of India (RASCI). For more details about SSC visit the website of RASCI at [www.rasci.in](http://www.rasci.in) ) will provide a certificate to the student verifying the competencies acquired by the candidate.

<b>Unit Code:</b> RS101-NQ2012	<b>Unit Title: Retailing Basics</b>			
<b>Location:</b>  Classrooms, Retail Shop or Departmental Store	<b>Duration: 15 hours</b>			
	<b>Session 1:Basics of Retailing</b>			
	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	1. Identify the functions of a retailer	1. Concept of retail retailer & retailing 2. The functions of Retailer	1. List out the functions of a retailer 2. Describe the essentials required for retailing business	<b>Interactive lecture:</b> Basics of retailing such as concept & functions  <b>Activity:</b> Visit to a retail shop or departmental store for identify the functions of retailing.  Read the model and model number or designation of the product.
	2. Evaluate the services to be rendered by retailers to the customers	1. The retailer’s service to the customers 2. Who is retailer 3. What do you mean by retailer	1. Identify the services to be rendered by the retailers.	<b>Interactive lecture:</b> Service to be renders by retailer to the customers.  <b>Activity:</b> Visit to the retail mall and observe the service rendered to the customers.
3. Identify the essential requirements	1. Essential requirements of Retailers	1. Distinguish between wholesaler and	<b>Interactive lecture:</b> Essential requirements of retailers.	

	of retailers		retailer 2. Identify the essential requirements of retailers	<b>Activity:</b> Visit to the retail outlet & asked to note down the essentials of retailers.
	<b>Session 2 : Organized and Unorganized Retailing</b>			
	1. Identifying organized and unorganized retailing	1. Describe the meaning of organized and unorganized retailing 2. State various organized retail units 3. Describe various unorganized retail units	1. Differentiate between organized and unorganized retail businesses 2. List out organized & unorganized retail formats	<b>Interactive Lecture:</b> Organized & unorganized retailing <b>Activity:</b> Visit in various organized and unorganized retail businesses and find out the main differences
	<b>Session 3: Store and Non-store Retailing</b>			
	1. Identifying the basis of classifying the retailing	1. On the basis of ownership (independent, Chain/ Corporate retail chain, Franchising, co-operatives) 2. On the basis of merchandise offered (Convenience stores, supermarket, Hyper market, specialty stores, Departmental stores, departmental stores and catalogue showrooms)	1. Describe the various types of store retailing formats. 2. Distinguish between various types of non-store retailing formats. 3. Specify the basis of classifying store retailing 4. Specify the basis of classifying non-store retailing	<b>Interactive lecture:</b> Introduction to store and non-store retailing. Characteristics of store and non-stores Group discussion on managing the store and non-stores. <b>Activity:</b> Visit to store and non-store retailing & observe the differences between them.

		<ol style="list-style-type: none"> <li>3. Direct personal contact</li> <li>4. Direct response marketing (mail order retailing, television shopping, E-shopping and Telemarketing)</li> </ol>		
	<ol style="list-style-type: none"> <li>2. Classify the various formats of store and non-store retailing</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe various formats of store and non-store retailing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiate between various formats of store and non- store retailing</li> </ol>	<p><b>Interactive Lecture:</b> Guest lecture on store and non-store retailing</p> <p><b>Activity:</b> Role play to act individually for formation of store and non-store retailing</p>
	<b>Session 4: Indian and Global Retailers</b>			
<ol style="list-style-type: none"> <li>1. Identify Major Retailers</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the types of retailers</li> <li>2. Describe the major Indian retailers</li> <li>3. Explain various functions of retailing</li> </ol>	<ol style="list-style-type: none"> <li>1. Enlist the major corporate retailers in India</li> <li>2. Differentiate between various methods of retailing products</li> </ol>	<p><b>Interactive lecture:</b> Indian Retail Industry Functions of Retailing Methods of Retailing</p> <p><b>Activity:</b> Group formation to write about the characteristics of various retailers in neighbourhood market and Indian Retail Industry</p>	



<b>Unit Code: RS102- NQ2012</b>	<b>Unit - 2 Title: Communication Basics</b>			
<b>Duration: 15 hours</b>				
<b>Session 1: Introducing and Greeting</b>				
<b>Location:  Classroom and Retail or Departmental Store</b>	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	1. Introduce and greet in a proper way	1. Describe how to introduce in different ways 2. Describe the ways to greet 3. Describe the tone and language change in a different situations	1. Introduce himself/herself in a proper manner 2. Greet others 3. Differentiate between the various principles of communication as per the retail requirement.	<b>Interactive lecture:</b> Basic Interaction.  <b>Activity:</b> Introduction and greeting sessions.
	<b>Session 2:Framing Questions and Complete Sentences</b>			
1. Framing of question and sentence	1. Describe proper question framing. 2. Describe the important elements of complete sentence. 3. Describe verb, adverb, subject and object	1. Differentiate between types of questions. 2. Differentiate between verb & adverb and subject & object	<b>Interactive lecture:</b> Question framing on different situations  <b>Activity:</b> Role play of small conversation of two students or a group.	

<b>Session 3: Dealing with Customers in Retail Environment</b>			
1. Dealing with customers while they are shopping for goods	<ol style="list-style-type: none"> <li>Asking for help for price and product information</li> <li>Dealing with negotiation</li> </ol>	<ol style="list-style-type: none"> <li>Basic conversation exchange</li> <li>Providing proper information about product, offers and price</li> </ol>	<p><b>Interactive lecture:</b> Dealing with customers</p> <p><b>Activity:</b> Role play of small conversation of product information offers ad price</p>
<b>Session 4: Principles of Communication</b>			
1. Identify elements of communication cycle	<ol style="list-style-type: none"> <li>Describe the meaning of communication</li> <li>State the different elements of communication cycle</li> <li>Differentiate between Sender, Message, Medium, Receiver and Feedback.</li> </ol>	<ol style="list-style-type: none"> <li>Identify elements of communication cycle</li> <li>Draw a diagram of communication cycle</li> <li>Differentiate between the various principles of communication as per the retail requirement.</li> </ol>	<p><b>Interactive lecture:</b> Principles of communication.</p> <p><b>Activity:</b> Drawing a communication cycle.</p>

<b>Unit Code:</b> RS103-NQ2012	<b>Unit Title 3: Goods Management in Retail</b>			
<b>Location:</b> Classrooms, Retail Shop or Departmental Store	<b>Duration: 10 hours</b>			
	<b>Session 1 : Types of Retail Goods</b>			
	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	1. Identify retail goods.	1. Describe the meaning of goods. 2. State the different types of consumer goods. 3. Give example of consumer goods.	1. Differentiate between Staple convenience & impulse convenience goods. 2. Differentiate between durable & non-durable goods. 3. Differentiate between shopping & specialty goods. 4. Compare the goods for price, manufacturer & volume.	<b>Interactive lecture:</b> Types of retail goods.  <b>Activity:</b> Visit to a retail shop or departmental store for identification goods.  Classify them on the basis of convenience, shopping & durability.  Classify them on the basis of volume & weight of goods.
	<b>Session 2 : Material Handling</b>			
1. Demonstrate the process of goods management	1. Describe the importance of goods handling. 2. State the precautions to be taken while handling goods.	1. Explain the different types of goods. 2. List out the steps in goods management	<b>Interactive lecture:</b> Introduction to goods management process.  <b>Activity:</b> Visit to the retail formats list out the steps in goods	

				management.
	2. Identify the types of material handling equipment.	<ol style="list-style-type: none"> <li>1. Name the types of goods handling equipments.</li> <li>2. Describe the factors affecting selection of equipments.</li> </ol>	<ol style="list-style-type: none"> <li>1. State the factors for designing the material handling system.</li> <li>2. Identify the types of material handling services performed during retailing process.</li> </ol>	<p><b>Interactive lecture:</b></p> <ol style="list-style-type: none"> <li>1. Group discussion for designing material handling system for a departmental store.</li> <li>2. Demonstrate equipments for material handling</li> </ol> <p><b>Activity:</b></p> <p>Visit to the retail shop or big departmental store:</p> <ol style="list-style-type: none"> <li>1. List out the equipments &amp; machines used in handling goods.</li> <li>2. List out the risk involved in handling process.</li> </ol>
<b>Session 3 : Documentation in Goods Handling</b>				
	1. Identify the various documents used in goods moving.	<ol style="list-style-type: none"> <li>1. State the various documents used in goods moving.</li> <li>2. Explain delivery notes, invoice, consignment note, internal packing note &amp; offloading.</li> <li>3. Explain the electronic data system used in receiving &amp; dispatch</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiate between delivery notes &amp; consignment notes.</li> <li>2. Identify the reason for incorrect or damaged delivery of goods.</li> <li>3. Practice on receiving and delivery of goods using electronic data</li> </ol>	<p><b>Interactive lecture:</b></p> <p>Types of Documents used in receiving &amp; delivery of goods.</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit a departmental store &amp; record the receiving &amp; delivery of goods.</li> <li>2. Practice session on handling of documents as</li> </ol>

	of goods.	system	per organization procedure
<b>Session 4 : Procedure to goods moving</b>			
1. Identify the procedure to moving of goods.	1. The advantages of effective goods moving. 2. Give the responsibilities of goods mover. 3. Describe the manual handling of goods.	1. Differentiate between manual handling & machine handling. 2. State the ways to reduce the risk of manual moving of goods. 3. Practice to move the goods from one place to another place	<p><b>Interactive lecture:</b>                      Procedure of goods moving. Group discussion on ways to reduce risk involved in manual handling.</p> <p><b>Activity:</b>                      Visit a retail store &amp; observe the various methods of manual handling.</p> <p>List out the risk involved in manual handling.</p>

<b>Unit Code:</b> RS104-NQ2012	<b>Unit Title 4: Customer Service</b>			
<b>Location:</b>	<b>Duration: 15 hours</b>			
Classrooms, Retail Shop or Departmental Store, Malls, Super Market	<b>Session 1 : Conceptual Framework</b>			
	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	1. Differentiate between consumer and customer	1. Describe the meaning of consumer and Customer	1. Differentiate between consumer and customer	<b>Interactive lecture:</b> Customers and Consumers  <b>Activity:</b> Role play and group discussion on the behaviour of customers/consumers
	2. Identify customer's needs	1. State basic needs of the customer 2. Factors influencing Customer's need and behaviour	1. Differentiate between various factors affecting customer's need and behaviour. 2. State the need to understand customer's behaviour	<b>Interactive lecture:</b> Customer's Needs and Wants  <b>Activity:</b> Visit to retail store to observe the body language of sales person and customer's. Note the communication between the salesperson and the customer. Determine customer's wants and needs.
	<b>Session 2: Effective Customer Service</b>			
1. Identify the effective customer service	1. Describe the factors that satisfies customer's need	1. Enlist factors Influencing effective customer's service	<b>Interactive lecture:</b> Providing Effective Services to Customers  <b>Activity:</b> Role play	

	2. Dealing effectively with customers	1. Describe the effective ways of dealing with customers	1. Identify the ways for dealing with customers	<p><b>Interactive lecture:</b> Discuss effective ways of dealing with customers</p> <p><b>Activity:</b> Visit to retail outlet and observe customer dealing by employees</p>
	<b>Session 3: Customer Service in Retail</b>			
	1. Identify the role of customer services in Retail	1. Customer service concepts 2. Role of customer service 3. Customer Service & Retail	1. Explain the customer service 2. Identify the role of customer service assistant 3. Explain the importance of customer service in Retail	<p><b>Interactive Lecture:</b> Customer Service role with respect to retail</p> <p><b>Activity:</b> Visit to various retail stores and observe various customer services.</p>
	<b>Session 4: Elements of Customer Service</b>			
1. Identify the elements of best customer services.	1. Elements of customer services 2. Concept of product and goods	1. Differentiate between goods and services 2. Find out good customer services	<p><b>Interactive Lecture:</b> Elements of good customer services and concept of product and goods</p> <p><b>Activity:</b> Group discussion on products and goods and best services provided by stores/mall</p>	

	<p>2. Enlist the significance of customer services</p>	<p>1. Benefits and importance of customer services</p>	<p>1. Identify the significance of Customer services 2. Practice how to attend customer queries.</p>	<p><b>Interactive Lecture:</b> Significance of customer service in retail sector.  <b>Activity:</b> Visit to the big bazaar and observe how to better serve the customers</p>
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<b>Unit Code:</b> RS105-NQ2012	<b>Unit Title: Packaging and Bagging in Retail</b>			
	<b>Duration: 15 hours</b>			
	<b>Session 1: Packaging Material</b>			
<b>Location:</b>  <b>Classrooms, Retail Shop or Departmental Store</b>	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	1. Identify the competencies required in bagging and packaging while delivering goods	1. Differentiate goods to be packed and bagged 2. State the packaging systems. 2. Describe role and responsibilities in packaging material.	1. Differentiate between different roles & responsibilities in packaging materials 2. List out functions of individuals involved in packaging/ bagging the material.	<b>Interactive Lecture:</b> 1. Importance of packaging/ bagging material 2. Group work step by step for packing a material  <b>Activity:</b> Play a game of packing gifts for winning prizes Visit to retail shop for hands on experience in packing/ bagging
	2. Describe the role and functions of people involved in work during packaging & bagging	1.The duties of managerial staff in packing/ bagging 2. Describe functions & Responsibilities of a packer/ bagger 3. Describe the competencies required as packer/ bagger	1. Differentiate between package, packing and packaging 2. Differentiate between consumer packaging and manufacturers packaging.	<b>Interactive Lecture:</b> Guest lecture on Responsibilities of staff in packing and Bagging  <b>Activity:</b> Role play on the duties of staff whom packing/ bagging the sold goods of customers.

			<ol style="list-style-type: none"> <li>List out the steps in bagging the goods.</li> <li>Identify the methods of packaging/bagging</li> </ol>	
<b>Session 2: Use of Packaging Equipment</b>				
	<ol style="list-style-type: none"> <li>Handle the various types of packaging equipments</li> </ol>	<ol style="list-style-type: none"> <li>Describe the importance of handling the equipment while packing/bagging goods</li> <li>State the precautions to be taken while handling the equipment in packing/bagging</li> </ol>	<ol style="list-style-type: none"> <li>Differentiate between various methods of handling packaging/bagging equipments</li> <li>Operate simple methods of equipment handling in packaging/bagging</li> </ol>	<p><b>Interactive Lecture:</b> Process of Handling equipments while packaging/ bagging</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>Visit to retail store to have hands on experience of equipments used for packing/bagging.</li> <li>Practice sessions on handling of equipments and operations on same.</li> </ol>
	<ol style="list-style-type: none"> <li>Describe the procedure of equipments for packaging/bagging the goods</li> </ol>	<ol style="list-style-type: none"> <li>Procedure for packaging/bagging the goods through equipments.</li> </ol>	<ol style="list-style-type: none"> <li>Measures to be taken while handling different type of packaging/bagging equipments</li> </ol>	<p><b>Interactive Lecture:</b> Safety measures of handling packaging/bagging equipments</p> <p><b>Activity:</b> Give them some goods for packaging and ask what all equipments are used for packing/bagging.</p>
<b>Session 3: Procedure for Bagging and Packing</b>				
	<ol style="list-style-type: none"> <li>Learn the step by step procedure of</li> </ol>	<ol style="list-style-type: none"> <li>Describe the importance of Handling packaging/</li> </ol>	<ol style="list-style-type: none"> <li>Differentiate the various procedures used</li> </ol>	<p><b>Interactive Lecture:</b> Safety Procedure of handling different types of equipments</p>

	<p>using packaging material &amp; Equipment for packaging and bagging.</p>	<p>bagging of material. 2. State the procedure to be taken into consideration while packaging/ bagging the material with different equipment. 3. Describe the uses of equipments used in bagging of material</p>	<p>in packaging/ bagging the material. 2. Operate all type of equipments used in packaging and bagging</p>	<p>for packaging and Bagging <b>Activity:</b> Visit to a retail store and watching the procedure adopted for packaging and Bagging of goods at billing counters.</p>
<b>Session 4: Marking and Labeling</b>				
	<p>1. Identify the competencies required for understanding the various methods of labeling used in retailing.</p>	<p>1. State the various methods of marking &amp; labeling of products 2. Describe the job responsibilities being taken by each individual while marking and labeling of material. 3. Describe the competencies required for each individual marking and labeling of material/ products.</p>	<p>1. Identify the methods of marking and labeling of material/ products in retail production. 2. Enlist the various methods of labeling and marking used in retailing</p>	<p><b>Interactive Lecture:</b> 1. Methods of Marking &amp; Labeling 2. Understanding the importance of marking and labeling <b>Activity:</b> 1. Group work on task analysis &amp; knowledge skills and attitude required for various methods of labeling and marking. 2. Visit to any retail stores to observe how the labeling and marking are done. 3. Let each of the individual to do the work of labeling and marking of the product of their own.</p>
	<p>2. Evaluate the various purpose of</p>	<p>1. Types of labeling and marking 2. Describe the purpose</p>	<p>1. Differentiate between labeling and marking</p>	<p><b>Interactive Lecture:</b> 1. Various purpose of labeling and marking</p>

	<p>labeling and marking</p>	<p>of labeling and marking to fulfill the requirement of any packaging industry.</p>	<p>2. Enlist the reaction of customers on labeling and brand name registration</p>	<p>2. Good labeling and marking methods                  3. Effective labeling &amp; marking for different products  <b>Activity:</b>                  1. Visit to the godown where labeling and marking is going on.                  2. Give the work of labeling and marking as play and tell them to use their own assumption to label and mark effectively                  3. Game, How to make a product more effective through labeling and marking                  4. Competition for the best &amp; colorful labeling &amp; marking among the students.</p>
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<b>Unit Code:</b> RS106-NQ2012	<b>Unit Title: Hygiene and Safety Practices in Retail</b>			
Location: Classroom, Retail or Departmental Store	<b>Duration: 15 hours</b>			
	<b>Session 1: Basic Hygiene and Safety Practices</b>			
	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	1. Describe the importance of maintaining hygienic conditions in retail store	1. Describe the need of maintaining hygiene in retail store  2. State the materials used for maintaining hygiene in retail store	1. Differentiate between health and hygiene  2. Demonstrate practices adopted for maintaining good health and hygienic conditions at retail store	<b>Interactive lecture:</b> Best Practices in Maintaining Cleanliness in Retail Store  <b>Activity:</b> Visit to a retail store to observe best practices adopted to maintain hygienic and safe working conditions in store.
	<b>Session 2: Potential Hazards at Workplace</b>			
	1. Describe potential hazards & safe practices to be adopted at retail store.	1. State the potential hazards in store  2. Describe the practices to be adopted for ensuring occupational health & safety	1. Enlist various safety accessories used in store  2. Differentiate between common safety and health concerns and problems.	<b>Interactive lecture:</b> Measures to Ensure Safety in Store  <b>Activity:</b> Visit to a retail store to observe safety measures.

	<p>2. Extinguishing small fires</p>	<p>1. Describe the symbols used for safety purpose</p>	<p>1. Enlist various equipment and accessories used to extinguish fire 2. Demonstrate the process of using fire extinguisher</p>	<p><b>Interactive lecture:</b> Preventing Fire at Workplace and Extinguishing Small Fires  <b>Activity:</b> Visit to a retail store to study fire safety equipment installed at the</p>
<p><b>Session 3: Safety Measures at Workplace</b></p>				
	<p>1. Practice safety measures and tips to control injuries, violence, harassment, shoplifting and robbery</p>	<p>1. Recognize some common health and safety concerns in retail store 2. State the reasons for violence, shoplifting and robbery at workplace and measures to prevent them</p>	<p>1. Classify various health and safety issues at the workplace 2. Select preventive measures to avoid harassment, violence, shoplifting and robbery</p>	<p><b>Interactive lecture:</b> Discussing health and safety measures and methods of preventing issues related to these concerns  <b>Activity:</b> Visit to a retail store to study measures to prevent shoplifting and robbery</p>

	<p>2. State how to handle money equipment, machines, irate customers and shrinkage</p>	<p>1. Ways to handling of money 2. State to manage and deal irate customers 3. Describe to manage shrinkage</p>	<p>1. Demonstrate the understanding of safe handling of money 2. Develop guidelines for dealing with irate customers 3. Demonstrate ways to reduce shrinkage</p>	<p><b>Interactive lecture:</b> Discuss ways to safely handle money in stores Discuss ways to reduce shrinkage in stores</p> <p><b>Activity:</b> Visit retail store and enquire about how they manage irate customers</p>
<p><b>Session 4: Precautions to be taken for safety</b></p>				
	<p>1. Guide the care taken for travel and personal safety equipments</p>	<p>1. Outline the precautions to be taken while traveling to and from workplace 2. State precautions adopted for power tools and equipments 3. State significance of gas stations, petrol pumps, working alone, forklifts and pallet jacks</p>	<p>1. Explain precautions while driving or taking a bus 2. demonstrate how to safely handle knives, box cutters, other sharps, power tools and equipments in retail food stalls 3. Work with gas stations, petrol pumps, take precautions while working alone, using forklifts and pallet jacks</p>	<p><b>Interactive Lecture:</b> Travel and personal safety equipments - issues and preventive measures</p> <p><b>Activity:</b> Group discussion on various issues related to working alone</p>

<b>Unit Code:</b> RS107-NQ2012	<b>Unit Title: Work Integrated Learning</b>			
	<b>Duration: 15 Hours</b>			
	<b>Session 1: Retail Store Types</b>			
<b>Location:</b>  Classrooms, Retail Shop or Departmental Store	<b>Learning Outcome</b>	<b>Knowledge Evaluation</b>	<b>Performance Evaluation</b>	<b>Teaching and Training Method</b>
	1. Classify the stores in retailing	1. State various types of retail stores 2. Various types of stores	1. Enlist the retail formats 2. Differentiate between the types of retail stores	<b>Interactive lecture:</b> Classification of stores <b>Activity:</b> Visit to a retail stores to understand its types Assignment on writing a difference between type of stores
	<b>Session 2: Career Prospects in Retail</b>			
	1. Identify the various job opportunities and Career prospects in retailing	1. State various job opportunities in retail sector 2. Analyze the carrier prospects in retail sector	1. Enlist the job opportunities in different retail stores 2. List out the different types of career prospects in the retail sector	<b>Interactive lecture:</b> Job opportunities in retail sector <b>Activity:</b> Check the vacancies in the daily newspaper & in the employment news Go through internet daily
<b>Session 3: Writing a Resume</b>				
1. Enlist the various types of resumes used	1. State various objectives of a resume 2. Describe the	1. Differentiate between bio-data and resume 2. Enlist some of the	<b>Interactive lecture:</b> Discuss the contents of a resume <b>Activity:</b> 1. Write the essential contents	



	frequently for job in retail sector	different types of resumes 3. Describe the various types of resume send for a particular job	points to be covered when a resume is prepared 3. Prepare a resume with detail for a particular job	and make job application 2. Write do and don'ts of writing resume 3. Prepare a resume with a covering language or job application for a vacant post in the computer.
	<b>Session 4: Writing a Job Application</b>			
	1. Identify Basic points for writing job application	1. State the points which are necessarily assessed while writing a Job application 2. Describe the elements required for writing a good job application	1. Enlist the points to be Considered for assessment at the time of writing a job application 2. List out some of the points which are important to be considered in writing job application	<b>Interactive lecture:</b> How to write job application  Lecture on do's and don'ts of writing job application  <b>Activity:</b> Prepare a job application for XYZ company for the post of Store Supervisor.

## Assessment Guide

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). It is a process of collecting evidence and making judgment about the extent to which a person demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency. Assessment should be done on the basis of information or evidence about the individual's ability against clearly stated objectives or standards. A diversity of assessment methods is required to achieve the multiple purposes and to satisfy the requirements of competency based assessment. Appropriate evidence is to be collected from activities that can be clearly related to the Units of Competency. It should cover all the elements and performance criteria/indicators in the competency standards. Student's achievements should be assessed by using the following methods of assessment.

S. No.	Method of Assessments	Weightage (Max. marks)	Evaluator
1.	Written test	30	Teacher
2.	Practical test	30	Certified Assessor #
3.	Oral test/viva voce	10	Teacher/External Examiner
4.	Portfolio	10	Teacher
5.	Project	10	Teacher/Trainer
6.	Direct Observation	10	Teacher/Trainer
<b>Total</b>		100	

# Assessors will be certified by the State Education Board.

1. **Written test:** It allows candidates to demonstrate that they have the knowledge and understanding of a given topic.
2. **Practical test:** It allows candidates to demonstrate application of skills in simulated or real work conditions against competency standards (skill and academic standards).
3. **Oral test/viva voce:** It allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of oral test or viva voce.
4. **Portfolio:** It is a compilation of documents that supports the candidate's claim of competence that was acquired from prior learning and experience. Documents (including photo's, newspaper articles, reports, etc.) of practical experience in the workplace or the community and photographs of the products prepared by the candidates related to the units of competency should be included in the portfolio.
5. **Project:** Projects (individual or group projects) are a great way to assess the practice skills on a deadline, but these 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.
6. **Direct Observation** - Direct observation requires a considerable degree of commitment from the observer and those being observed. Employability skills evaluation listed below in the table should be evaluated through direct observation by the teacher/trainer and appropriate records should be maintained for transparency in evaluation.

Employability Skill Area	S.No.	Competencies and Performance Standards	Competent	Not Yet Competent
<b>Communication</b>	1.	Questions appropriately		
	2.	Writes clearly and legibly		
	3.	Demonstrates good listening and responding skills		
	4.	Informs about the absence and reasons of absence		
<b>Responsibility</b>	5.	Organizes work		
	6.	Manages time effectively and efficiently		
	7.	Complete assignments timely		

	8.	Displays care for tools and equipment		
	9.	Accepts responsibility pleasantly		
	10.	Exhibits patience		
	11.	Demonstrates pride in work		
<b>Interpersonal relationship</b>	12.	Displays friendly and cooperative attitude		
	13.	Demonstrates tactfulness in difficult situations		
	14.	Accepts constructive criticism		
	15.	Exhibits positive attitude		
<b>Health and Safety</b>	16.	Practices good personal hygiene regularly		
	17.	Maintains good personal health		
	18.	Dresses well and in appropriate manner		
<b>Innovation and Creativity</b>	19.	Give reasons and make judgments objectively		
	20.	Share ideas and thoughts with others		

1. Competent = 0.5 marks
2. Not yet competent = 0

### List of Tools, Equipment and Materials

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

### Equipments/Tools

1. Shelves for Stacking Products
2. Shopping Cart

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

**Teaching/Training Aids**

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

### Teacher's Qualifications

Qualification, competencies and other requirements for appointment of Graduate Teacher (Retail Marketing Management) on contractual basis should be as follow

S. 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 experience. Preparable to higher education with MBA (Retail Marketing) and PG Diploma in Retail Management.	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills.</li> <li>• Technical competencies (e.g. in areas such as marketing, sales promotion, store maintenance, marketing and merchandising etc.)</li> </ul>	18-37 years Age relaxation to be provided as per Govt. rules.

## List of Contributors

### Advisors

1. Prof. R.B. Shivagunde, Joint Director, PSS Central Institute of Vocational Education, Bhopal
2. Prof. R.K. Shukla, Head, Department of Business & Commerce, PSS Central Institute of Vocational Education, Bhopal
3. Dr. V.S. Meherotra, Associate Professor & In-charge Curriculum Development and Evaluation Center, PSS Central Institute of Vocational Education, Bhopal.

### Material Production Group

**A. Working Group Meeting (WGM) for Revision and Finalization of Modular Competency based Curriculum in Retail Marketing Management (Phase -I) was held at Maharashtra State Council of Educational Research and Training, Pune from 4-8 July 2011.**

1. Dr. Rudra Saibaba, Professor, Lal Bahadur P.G. College, Warangal- 506 007 (A.P.)
2. Dr. M. Muninarayappa, Associate Professor, Dept. of Commerce, Bangalore University, Central College Campus, Bangalore-l
3. Dr. T. Srinivasa Rao, Associate Professor, MBA Section School of Distance Learning and Continuing Education, Kakatiya University, Warargal- 506009
4. Dr. E B Brahmankar, Retired Principal, Jaltarang Bunglow, 58/10, Old Pandit Colony, Sharanpur Road, Nashik - 422002 (Maharashtra)
5. Dr. Varsha K. Sukhadeve Professor in Commerce Smt. N.R.T. College of Commerce, Ratanlal Plots (Campus), Akola - 444001 (Maharashtra)
6. Mr. Sunil S. Desai, Vocational Teacher, Jagruti Jr. College, Gadhinganj, Dist: Kolhapur (Maharashtra)
7. Dr. G. Naresh Reddy Assistant Professor, Department of Commerce, University College of Commerce and Business Management, Osmania University, Hyderabad - 500 007 (A. P.)
8. Dr. Hrishikesh Soman, Principal, Symbiosis College of Arts Commerce, Senapati Bapat Marg, Pune - 411042 (Maharashtra)
9. Dr. Sanjay Bhale, Professor Symbiosis Institute of Business Management, Senapati Bapat Marg, Pune - 411042 (Maharashtra)

10. Dr. Shivaji Borhade, Associate Professor, Bharati Vidyapeeth University, YM College, Erandawane, Pune - 411038
11. Ms. Savita Ambekar, Director, Amit Autoline 6/2, Nana Peth, Pune - 411 002
12. Dr. Pradeep Wagh, Secretary, General Development Education (International) Society, Prabhat House, Damle Path, 56/20A, Law College Road, Pune - 411 004
13. Dr. V. S. Mehrotra, Associate Professor & NVQF Expert, Agriculture Division, PSS Central Institute of Vocational Education, Bhopal -462011 (M. P.)
14. Dr. Shridhar Salunke, Director and Honorary Director, Maharashtra State Council of Educational Research & Training, 708, Sadashiv Peth, Kumthekar Road, Pune - 411030
15. Dr. P. Veeraiah Assistant Professor & Programme Coordinator, Business and Commerce Division PSS Central Institute of Vocational Education, Bhopal -462011 (M. P.)

**B. *Working Group Meeting (WGM) for Revision and Finalization of Modular Competency based Curriculum in Retail Marketing Management (Phase - II) was held at CIET, NCERT, New Delhi from 7-9 August, 2011.***

1. Prof. K. Sambasiva Rao, Dept. of Commerce & Management Studies, Andhra University, Visakhapatnam - 3.
2. Dr. M. Muninarayappa Associate Professor, Dept. of Commerce, Bangalore University, Central College Campus, Bangalore-1
3. Dr. Shipra Vaidya, Associate Professor, Department of Education in Social Sciences and Humanities, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi - 110016
4. Capt. Aditya Singh Consultant - Retail, 2-1, New Pal, Amar Vihar, Gurgaon.
5. Dr. V. S. Mehrotra, Associate Professor & NVQF Expert, Agriculture Division, PSS Central institute of Vocational Education, Bhopal-462011 (M. P.)
6. Prof. Sharad Kumar, Head, B & C Division, PSS Central Institute of Vocational Education, Bhopal-462011 (M. P.)
8. Prof. Rajaram Sharma, Joint Director & Honorary Director CIET, NCERT, New Delhi
7. Dr. P. Veeraiah, Assistant Professor & Programme Coordinator, Business and Commerce Division, PSS Central Institute of Vocational Education, Bhopal-462011 (M. P.)



### Review Committee Experts

- A. Working Group Meeting (WGM) for Revision and Finalization of Modular Competency based Curriculum in Marketing and Sales Management (Phase -II) was held at PSSCIVE, Shyamla Hills, Bhopal from 11-15 March, 2013**
1. Mr. M.S. Ashok, Master Trainer, Open Minds Institute, 22 Sri Rama Mandir Road, Basavanagudi, Bangalore-560004
  2. Dr. Jitendra Kumar Sharma, Associate Professor, Sh. B.R. Mirdha Govt. (PG) College, Nagaur, Rajasthan,
  3. Dr. Govindappa D., Assistant Professor, Govt. Maharani Arts Commerce & Management College, Seshadri Road, Bangalore-560024
  4. Mr. Pradeep Dodha Pawar, Full Time Teacher, Janta Vidyalaya & Junior College, Satpur, Nasik, Maharashtra
  5. Ku. Geeta Tomar, Assistant Professor, Lokmanya Tilak Science and Commerce Collage, Vivekanand Colony, Ujjain - 456010
  6. Prof. Kanchan S. Fulmali, Associate Professor, M.L. Dahanukar College of Commerce, Ville Parle(e) Mumbai-57
  7. Dr. Kamran Sultan, Director, Pt. Jawaharlal Nehru Institute of Business Management, Vikram University, Ujjain (M.P.)
  8. Mr. Desai Sunil Shivajirao, Full Time Teacher, Jagruti Jr. College-Vocational, Gadhinglaj, Dist.-Kolhapur
  9. Dr. Sehba Husain, Assistant Professor, JICM, The Green Bowl, 83/2 Chandanpur, Bhopal
  10. Mrs. Lalita Pillai, Lecturer, SV Govt. Polytechnic College, Shyamla Hills Bhopal
  11. Mr. Prashant Nemade, PGT in Commerce, Demonstration Multipurpose School, RIE, Bhopal
  12. Mr. Rajiv Khare, Course Coordinator (Retail), Bharathi Airtel, 1, Malviya Nagar, Bhopal
  13. Ms. Nitasha Khare, Manager Operations & HR, F-90 Flamingo, Aakriti Eco City, E-8, Bhopal
  14. Dr. Sharad Kumar, Professor & Head, Department of Business and Commerce, PSS Central Institute of Vocational Education, Shyamla Hills, Bhopal.
  15. Mr. Durgesh Kumar Satankar, Department of Business and Commerce, PSS Central Institute of Vocational Education, Shyamla Hills, Bhopal.
  16. Mr. Rituraj Tamrakar, JPF in Department of Engineering & Technology, PSS Central Institute of Vocational Education, Shyamla Hills, Bhopal.
  17. Dr. P. Veeraiah, Assistant Professor & Programme Coordinator, Department of Business and Commerce, PSS Central Institute of Vocational Education, Shyamla Hills, Bhopal.

**Editing & Coordination**

1. Prof. R.B. Shivagunde, Joint Director, PSS Central Institute of Vocational Education, Bhopal
2. Prof. R. K. Shukla, Head, Department of Business & Commerce, PSS Central Institute of Vocational Education, Bhopal
3. Dr. V.S. Meherotra, Associate Professor & In-charge Curriculum Development and Evaluation Center, PSS Central Institute of Vocational Education, Bhopal.
4. Dr. P. Veeraiah, Associate Professor & Programme Coordinator, Department of Business & Commerce, PSS Central Institute of Vocational Education (PSSCIVE), Shyamla Hills, Bhopal.
5. Dr. Nidhi Gupta, Assistant Professor, Department of Business & Commerce, PSS Central Institute of Vocational Education (PSSCIVE), Shyamla Hills, Bhopal.

**Typing & Designing**

1. Mr. Durgesh Kumar Satankar, Department of Business & Commerce, PSS Central Institute of Vocational Education, Bhopal.
2. Mr. Gobind Pawar, PSS Central Institute of Vocational Education, Bhopal

**For more information please contact:**

**Dr. P. Veeraiah**

**Associate Professor, Department of Business & Commerce,**

**PSS Central Institute of Vocational Education (PSSCIVE),**

**Shyamla Hills, Bhopal - 462 013**

**E-mail: vp672000@gmail.com**

**Mobile: 08989014432, 089893332807**