

# Competency Based Curriculum

## National Skills Qualifications Framework

**NSQF Level 4 (Class XII)**

**Sector: Healthcare**



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 is 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.

**The NVEQF is subsumed in National Skills Qualifications Framework (NSQF) with effect from 27.12.2013.**

## About the Sector

Healthcare sector in India has been growing rapidly over the years and is estimated to reach US\$ 280 billion by 2020. Consequently, the sector is also experiencing an incremental demand for human resources across verticals; from doctors, nurses to allied health professionals and technicians. As per the recent Public Health Foundation of India (PHFI) report, India has a shortfall of 6 million Allied Health Professionals in the country. To meet the growing human resource challenges, the National Skill Development Corporation and the Confederation of Indian Industry have constituted the Healthcare Sector Skill Council (HSSC). The Council is expected to promote a vibrant vocational education system in healthcare in the country by setting up occupational standards, affiliating training institutes, assessing competency of trainees and issuing certificates. The Council aims to facilitate skilling of 4.8 million people over the next 10 years in allied health and paramedics space.

One of the job roles in the healthcare sector is the Personal Care Assistant (PCA)/General Duty Assistant (GDA). They work under the direction and supervision of registered nurses and other medical staff. Personal Care Assistant has a great deal of contact with patients and provides personal care such as bathing, feeding and dressing. They also perform support functions such as transporting patients, taking vital signs, making beds, helping patients become ambulatory and answering patient calls. They might also be called upon to set up equipment such as X-ray machines and overhead irrigation bottles. Personal Care Assistant are often responsible for observing and reporting how patients respond to the care that is being given.

The various functions of a PCA/GDA is given below

- Assist Nurses in looking after the patients;
- Transport the patients to the various areas of the Hospitals as or when asked;
- Perform everyday jobs and carry messages;
- Clean and dusts beds doors windows and other furniture;
- Render first aid to the patients when required;
- Prepare dead bodies, arrange their transportations to the mortuary and assist in terminal disinfections.

## Objectives of the Course

There is an increased need in the health care setting for qualified assistants to the under-staffed and over-worked nurses in all health care settings. As health care continues to change, the demand for qualified assistants and nurses has also increased. Consequently the demands and the responsibilities become greater for the nursing assistant assigned to each nurse. To bridge the gap in formal training and health care services, it's proposed to conduct vocational education and training programs in schools to prepare Patient Care Assistants/General Duty Assistants.

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

- Demonstrate techniques to maintain the personal hygiene needs of a patient;
- Demonstrate the ability to perform clinical skills essential in providing basic healthcare services;
- Demonstrate the knowledge of safety, usage of protective devices and precautions to be taken while usage of oxygen;
- Demonstrate professional behaviour, personal qualities and characteristics of a Patient Care Assistant;
- Demonstrate the knowledge of Immunization schedule and National Immunization programmes;
- Demonstrate the knowledge of identification of bio medical waste and its management;
- Demonstrate the knowledge of emergency medical response and other actions in the event of medical emergencies; and
- Demonstrate effective communication skills for a Patient Care Assistant.

## Competency Based Curriculum

**Sector: Healthcare**

**Job Role: Patient Care Assistant / General Duty Assistant**

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

| Patient Care Assistant/General Duty Assistant<br>NSQF Level 4 |               |  |                                |                              |
|---|---------------|--|--------------------------------|------------------------------|
| S.No.   | Unit Code     | Unit Title   | No. of National Learning Hours | Pre - requisite Unit, if any |
| 01  | HSS401-NQ2014 | Medical Record / Documentation                                     | 20                             | NIL                          |
| 02  | HSS402-NQ2014 | Role of General Duty Assistance In Elderly & Child Care            | 20                             | NIL                          |
| 03  | HSS403-NQ2014 | Bio-waste Management   | 15                             | NIL                          |
| 04  | HSS404-NQ2014 | Operation Theatre  | 20                             | NIL                          |
| 05  | HSS405-NQ2014 | Role of General Duty Assistance in Disaster Management & Emergency | 15                             | NIL                          |
| 06  | HSS406-NQ2014 | Self Management and Career Scope                                   | 10                             | NIL                          |
| <b>TOTAL</b>  |               |  | <b>100</b>                     |                              |

Successful completion of 100 hours of theory sessions and 100 hours 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 program 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, Color Slides, Charts, Diagrams, Models, Exhibits, Handouts, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode including

**Practical Activities:** Activities that provide practical experience in clinical set up would include hands on training on mannequins, simulated clinical set up, case based problems, role play, games, etc. on various clinical incidents and practical exercises in skill lab. Equipment and

supplies should be provided to enhance hands-on experiences for students. Trained personnel should teach specialized techniques. A training plan signed by teacher that reflects equipment, skills and tasks 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 Healthcare Sector Skill Council will provide a certificate to the student verifying the competencies acquired by the candidate. For more details about SSC visit the website of Healthcare Sector Skill Council at <http://www.healthcare-ssc.in/>



| Unit Code:<br>HSS401-NQ2014                    |   | UNIT TITLE : MEDICAL RECORD / DOCUMENTATION   |  |  |
|--|---|---|--|--|
|  |   | Duration: 20 Hours  |  |  |
| Location:<br><br>Classroom / Hospital / Clinic | Learning Outcome  | Knowledge Evaluation  | Performance Evaluation   | Teaching and Training Method   |
|  | Prepare the complete medical record                           | <ol style="list-style-type: none"> <li>1. Explain the roles of health service planning</li> <li>2. Explain the significance of documentation in decision analysis</li> <li>3. Describe the importance of documentation in assuring the quality services to patients</li> </ol>  | <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of importance and purpose of documentation</li> <li>2. Maintain the records according to the purpose</li> <li>3. Identify the significance of documentation in analyzing the needs of the patient</li> </ol>             | <b>Interactive Lecture:</b> Preparing complete medical record<br><br><b>Activity:</b> Visit a nearby hospital and observe various medical records                          |
|  | Identify the Principles of Documentation                      | <ol style="list-style-type: none"> <li>1. Explain the importance of mentioning the date and time during recording</li> <li>2. Describe the importance of confidentiality in maintaining medical record of the patient</li> <li>3. Describe the procedure of making corrections and omissions in healthcare documents</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of maintaining confidentiality of patient's records/documents</li> <li>2. Demonstrate the knowledge of principles of documentation</li> <li>3. Demonstrate the knowledge of maintaining records appropriately</li> </ol> | <b>Interactive Lecture:</b> Principles of Documentation<br><br><b>Activity:</b> Visit a nearby hospital and observe various medical records                                |
|  | Demonstrate the knowledge of content of medical documentation | <ol style="list-style-type: none"> <li>1. Explain LAMA</li> <li>2. Explain change of shift note</li> <li>3. Describe the purpose of transfer and discharge note</li> </ol>  | <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of content of medical documentation</li> <li>2. Arrange various records in a appropriate sequence</li> </ol>   | <b>Interactive Lecture:</b> Content of medical documentation<br><br><b>Activity:</b> Visit a nearby hospital and identify the contents of records maintained in a hospital |

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|  |  |  | 3. Demonstrate the knowledge of types of entries in preparing medical documentation   |  |
|  | Identify the role of GDA in Maintaining Record | <ol style="list-style-type: none"> <li>1. Explain different format and methods of documentation</li> <li>2. Enlist the documents maintained by the hospital in MLC and RTA cases</li> <li>3. Explain POMR</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of types and methods of medical records</li> <li>2. Maintain records in proper documentation format</li> <li>3. Maintain medical records for MLC and RTA cases</li> </ol> | <p><b>Interactive Lecture:</b> Role of GDA in Maintaining Record</p> <p><b>Activity:</b> Visit a nearby hospital and observe the records maintained in different departments</p> |

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| <b>Unit Code:</b><br>HSS402-NQ2014 | <b>UNIT TITLE: ROLE OF GENERAL DUTY ASSISTANT IN ELDERLY &amp; CHILD CARE</b>          |   |   |  |
|                                    | <b>Duration: 20 Hours</b>  |   |   |  |
| <b>Location:</b>                   | <b>Learning Outcome</b>  | <b>Knowledge Evaluation</b>   | <b>Performance Evaluation</b>   | <b>Teaching and Training Method</b>  |
| Classroom / Hospital / Clinic      | Demonstrate the knowledge of facts related to Old Age                                  | <ol style="list-style-type: none"> <li>1. Describe different age groups</li> <li>2. Explain Biological Aging</li> <li>3. Enlist the myths and facts about Aging</li> <li>4. Explain the reasons for longer life and being old</li> </ol>            | <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of different age groups</li> <li>2. Differentiate the myths and facts of ageing</li> <li>3. Describe the biological and psychosocial reasons of ageing</li> </ol> | <p><b>Interactive Lecture:</b> Introduction to Old Age</p> <p><b>Activity:</b> Observe the old people in your surroundings and tabulate the myths and facts of aging</p> |
|                                    | Identify the normal changes occur in old age in different systems and part of the body | <ol style="list-style-type: none"> <li>1. Enlist the common health problems that older people may have</li> <li>2. Describe the legal needs of the elderly</li> <li>3. State the changes that occurs in different systems of body during</li> </ol> | <ol style="list-style-type: none"> <li>1. Identify the normal changes occur in old age in different systems and part of the body</li> <li>2. Demonstrate the knowledge of special needs, thinking,</li> </ol>                         | <p><b>Interactive Lecture:</b> Normal changes with older people</p> <p><b>Activity:</b> Observe different needs with different age groups and tabulate the findings</p>  |

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|  |   | old age<br>4. Explain the reasons for caring elderly  | emotional changes, social changes and legal needs required at the old age   |   |
|  | Demonstrate the knowledge of accomplishing basic needs of Elderly | 1. Explain the security and safety needs of an elderly<br>2. Enlist any five requisites for better feeding during old age<br>3. Describe the food and fluid needs of an elderly   | 1. Demonstrate the knowledge of thinking and learning abilities of old age people<br>2. Demonstrate how GDA should communicate with an older patient  | <b>Interactive Lecture:</b> Accomplishing Basic Needs of Elderly<br><br><b>Activity:</b> Visit a nearby hospital and observe the old age patients and write the safety related requirement and care rendered by GDA   |
|  | Identify common problems and care of elderly                      | 1. Enlist the common problem of skin and nails in elderly<br>2. Enumerate the common problems related to sensory organ in old age<br>3. State the common eye problems that may occur in old age<br>4. Describe the common problems occur in endocrine glands during old age           | 1. Demonstrate the knowledge of common problems in human body systems during old age<br>2. Demonstrate the knowledge of the role of GDA in providing the care according to patient need   | <b>Interactive Lecture:</b> Common problems and care of elderly<br><br><b>Activity:</b> Visit a nearby hospital and identify the problems occurred in human body system during old age  |
|  | Demonstrate the knowledge of caring of infants and children       | 1. Enlist different age group before 18 years of age<br>2. Explain the stages of learning and thinking abilities amongst infants and children's<br>3. Explain the importance of nutrition and hydration required for infants and children<br>4. Describe the safety needs of children | 1. Classify the age groups of children below 18 years<br>2. Demonstrate the knowledge of growth and development of children, stages of learning and thinking ability of child and their safety aspects<br>3. Demonstrate the knowledge of nutrition | <b>Interactive Lecture:</b> Caring for infants and children<br><br><b>Activity:</b><br>1. Identify the special needs of child in different age groups<br>2. Observe toddlers nearby your house and tabulate the growth and developmental changes in male and female occur |

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|  |  |  | and hydration for infants and children's and special care needed for them | during this age |
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| Unit Code:<br>HSS403-NQ2014                    |  | UNIT TITLE: BIO-WASTE MANAGEMENT  |   |   |
|--|--|---|---|---|
|  |  | Duration: 15 Hours  |   |   |
| Location:<br><br>Classroom / Hospital / Clinic | Learning Outcome   | Knowledge Evaluation  | Performance Evaluation  | Teaching and Training Method  |
|  | Demonstrate the knowledge of Bio-Medical Waste Management                          | <ol style="list-style-type: none"> <li>1. Define Bio-medical waste</li> <li>2. Enlist the risks involved in poor waste management in hospital</li> <li>3. Describe the importance of hospital waste with respect to hospital staff and general public</li> <li>4. Explain how bio-medical waste management helps in environment protection</li> <li>5. Enlist the routes of transmission of infection in hospitals</li> </ol> | <ol style="list-style-type: none"> <li>1. Identify the waste according to their category</li> <li>2. Demonstrate the knowledge of the need of bio-medical waste management</li> <li>3. Identify routes of transmission of infection in hospitals</li> </ol> | <p><b>Interactive Lecture:</b><br/>Introduction to Bio- Medical Waste Management</p> <p><b>Activity:</b> Visit a nearby hospital and identify the different waste and classify them according to category number</p>  |
|  | Demonstrate the knowledge of the sources and disposal methods of Bio-medical waste | <ol style="list-style-type: none"> <li>1. Enlist the sources of bio-medical waste</li> <li>2. Identify the areas of bio medical waste generation in hospital</li> <li>3. Describe the method of disposing micro biological and bio technological waste in hospitals</li> </ol>  | <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of various sources of bio-medical waste in hospitals</li> <li>2. Demonstrate the knowledge of disposal techniques of different bio-medical waste</li> </ol>                             | <p><b>Interactive Lecture:</b><br/>Bio-Medical Waste Management : Sources and Disposal</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit a nearby hospital and identify the waste and find the commonest area of generation of the waste</li> <li>2. Visit a nearby hospital and identify the methods/</li> </ol> |

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|  |  |  |   | techniques of disposing the bio-medical waste of the hospitals |
| Demonstrate the knowledge of segregation, packaging, transportation and storage of bio-medical waste | <ol style="list-style-type: none"> <li>1. Explain Autoclaving and Shredding</li> <li>2. Describe transportation process of Bio-medical waste</li> <li>3. Describe the procedure of treatment of general waste and bio-medical waste in hospital</li> <li>4. State the importance of color coding criteria recommended by WHO</li> </ol>  | <ol style="list-style-type: none"> <li>1. Identify the appropriate color coding for bio-medical waste</li> <li>2. Demonstrate the knowledge of different method of treatment of bio-medical waste</li> <li>3. Demonstrate the knowledge of transportation of bio-medical waste</li> <li>4. Identify the bio medical waste according to category, container to be used for disposal and class of bio-medical waste</li> </ol> | <p><b>Interactive Lecture:</b> Bio-Medical Waste Management: Segregation &amp; Transportation</p> <p><b>Activity:</b> Visit a nearby hospital and observe the segregation, packaging, transportation and storage process of bio-medical waste</p>   |  |
| Identify the role of personnel involved in waste management  | <ol style="list-style-type: none"> <li>1. State the functions of hospital waste management committee</li> <li>2. Describe the duties of medical superintendent regarding bio medical waste management</li> <li>3. Describe the duties of matron in bio - medical waste management</li> <li>4. Describe the importance of training on hospital waste management to different categories of staff in a hospital</li> </ol> | <ol style="list-style-type: none"> <li>1. Identify the role of various personnel in bio-medical waste management in hospital</li> <li>2. Describe the role and functions of GDA in bio-medical waste management</li> <li>3. Demonstrate the knowledge of importance of providing training to all categories of staff of the hospital</li> </ol>  | <p><b>Interactive Lecture:</b> Role of Personnel Involved in Waste Management</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit a nearby hospital and observed the duties performed by various health personnel in bio-medical waste management.</li> <li>2. Attend a training program on bio-medical waste management</li> </ol> |  |

| Unit Code:<br>HSS404-NQ2014                                  | UNIT TITLE: OPERATION THEATRE  |  |   |   |
|--|--|--|---|---|
|  | Duration: 20 Hours   |  |   |   |
| <b>Location:</b><br><br><b>Classroom / Hospital / Clinic</b> | <b>Learning Outcome</b>  | <b>Knowledge Evaluation</b>  | <b>Performance Evaluation</b>   | <b>Teaching and Training Method</b>   |
|  | Identify the aims of planning of OT, location, size and different areas of operation theatre | 1. Explain about operation theatre<br>2. Describe the aims of planning of OT<br>3. State the standard size of OT<br>4. Explain about different zones of OT with their significance                     | 1. Demonstrate the knowledge of the size of OT on the basis of surgical facilities<br>2. Identify the ideal location of OT in hospital<br>3. Demonstrate the knowledge various zones of OT<br>4. Demonstrate the knowledge of procedures to achieve high degree of asepsis in protective zone, clean zone, sterile zone and disposal zone of OT | <b>Interactive Lecture:</b><br>Areas in Operation Theatre<br><br><b>Activity:</b><br>1. Visit a nearby hospital and draw a layout of OT<br>2. Identify different zones of OT with name of different facilities in the particular zone                     |
|  | Demonstrate the knowledge of staffing and equipments of OT                                   | 1. Identify the staff present in OT<br>2. Explain the procedure of care of instruments before and after use in operation theatre<br>3. State the policies and procedures adopted for maintenance of OT | 1. Identify the range of equipments of OT<br>2. Identify the staff present in the OT with their duties<br>3. Demonstrate the knowledge of the care of equipments present in the OT<br>4. Demonstrate the knowledge of importance of schedule, policies and procedures and training of staff of OT   | <b>Interactive Lecture:</b><br>Staffing and Equipments of OT<br><br><b>Activity:</b><br>1. Visit a nearby hospital and prepare the list of staff working in the OT with their roles and functions.<br>2. Tabulate the range of equipments available in OT |

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|  | Prepare a Patient for OT                               | <ol style="list-style-type: none"> <li>1. Describe the duties of GDA in pre-operative preparation of the patient</li> <li>2. Enlist the information to be written on patient wrist band</li> </ol>  | <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of the vital parameters to be observed before sending the patient in OT</li> <li>2. Prepare the patient for surgery</li> </ol> | <p><b>Interactive Lecture:</b><br/>Preparation of Patient for OT</p> <p><b>Activity:</b> Visit a nearby hospital and prepare a patient for OT</p>             |
|  | Render the care of the patient in Post Operative phase | <ol style="list-style-type: none"> <li>1. Explain the importance of the fowler's position in post operative care</li> <li>2. Explain the methods of caring the patient required for surgical incision</li> <li>3. Explain different measures for corrections and their causes in case of risk of retention of urine post operative</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of important care to be rendered by GDA in the post operative phase</li> </ol>   | <p><b>Interactive Lecture:</b><br/>Post Operative Care</p> <p><b>Activity:</b> Visit a nearby hospital and observe the post surgery care given to patient</p> |

| Unit Code:<br>HSS405-NQ2014   | UNIT TITLE: ROLE OF GENERAL DUTY ASSISTANT IN DISASTER MANAGEMENT & EMERGENCY RESPONSE             |  |   |   |
|-------------------------------|--|--|---|---|
|                               | Duration: 15 Hours   |  |   |   |
| Location:                     | Learning Outcome   | Knowledge Evaluation   | Performance Evaluation  | Teaching and Training Method  |
| Classroom / Hospital / Clinic | Demonstrate the knowledge of goals, cycle and phases of disaster management and emergency response | <ol style="list-style-type: none"> <li>1. Define disaster</li> <li>2. Describe the importance of disaster management</li> <li>3. List the phases of disaster management</li> <li>4. State two preparedness measures that should be taken to avoid an earthquake disaster in a multi-storey residential building</li> </ol> | <ol style="list-style-type: none"> <li>1. Identify hazards and risks in a given situation</li> <li>2. Identify the phases in disaster management</li> <li>3. Read terms and signage for disaster management</li> <li>4. Identify the sections of the society which are vulnerable to disasters</li> </ol> | <p><b>Interactive Lecture:</b><br/>Disaster Management and Emergency Response</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit the local Bureau of Indian Standards (BIS) to study the building codes.</li> <li>2. Visit the local office of the Town and Country Planning to study the zoning laws and regulations of your town/city</li> </ol> |

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|   |  |   |   | especially from the point of view of disaster mitigation and preparedness. |
| Demonstrate the knowledge of structure, roles and responsibilities of Emergency Response Team                                     | <ol style="list-style-type: none"> <li>1. Explain significance of ERT</li> <li>2. Enlist the members of an ERT</li> <li>3. Enlist the equipments used by an ERT</li> <li>4. Explain method of rescue and evacuation drill</li> <li>5. Describe the benefits of drills</li> </ol>   | <ol style="list-style-type: none"> <li>1. Identify personal protective equipment used by emergency response team or disaster management team</li> <li>2. Identify the role of various teams in responding to an emergency in a given situation or accident.</li> <li>3. Identify the agencies responsible for disaster management.</li> <li>4. Identify the type of search and rescue operation in a given situation</li> </ol>     | <p><b>Interactive Lecture:</b><br/>Role And Responsibilities of Emergency Response Team</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit the local fire-station and note down the list of equipment and procedures that they use for conducting fire drill.</li> <li>2. Tabulate the equipments need for the rescue operation</li> </ol>   |  |
| Demonstrate the knowledge of classification, causes and methods and techniques of extinguishing fire using appropriate equipments | <ol style="list-style-type: none"> <li>1. Describe the terms: <ul style="list-style-type: none"> <li>• Rescue</li> <li>• Alarm</li> <li>• Extinguish</li> <li>• Evacuate</li> </ul> </li> <li>2. Enlist the fire fighting equipments</li> <li>3. Explain the classification and causes of fire</li> <li>4. Describe methods of extinguishing fire</li> <li>5. Explain procedures of dealing with fire emergencies</li> <li>6. Differentiate between fire prevention and fire protection</li> </ol> | <ol style="list-style-type: none"> <li>1. Classify the various types of fires</li> <li>2. Read and understand the signage for fire safety</li> <li>3. Demonstrate use of personal protective Equipment</li> <li>4. Determine the fire type and select appropriate fire extinguishers</li> <li>5. Perform the technique of extinguishing small fire using portable fire extinguishers</li> <li>6. Identify different fire</li> </ol> | <p><b>Interactive Lecture:</b><br/>Fighting Fire</p> <p><b>Activity:</b><br/>Visit a hotel/multiplex/shopping mall to observe and record your observations on the following:</p> <ol style="list-style-type: none"> <li>(i) Emergency exits</li> <li>(ii) Location of fire alarms</li> <li>(iii) Assembly points</li> <li>(iv) Nearest alternative telephone</li> <li>(v) Internal shelter areas</li> <li>(vi) First Aid equipment</li> </ol> |  |



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | fighting installations for controlling large fires<br>7. Demonstrate the correct use of fire hose reel |  |
|--|--|--|--|--|

| Unit Code:<br>HSS406-NQ2014                                  | UNIT TITLE:: SELF MANAGEMENT AND CAREER SCOPE  |  |  |  |
|--|--|--|--|--|
|  | Duration: 10 Hours   |  |  |  |
| <b>Location:</b><br><br><b>Classroom / Hospital / Clinic</b> | Learning Outcome   | Knowledge Evaluation   | Performance Evaluation   | Teaching and Training Method   |
|  | Demonstrate the knowledge of the steps of setting a goal and various learning approaches in higher education | <ol style="list-style-type: none"> <li>1. Explain SMART</li> <li>2. Enlist the steps of goal setting</li> <li>3. Describe the best practices of learning</li> <li>4. Describe the approaches of learning in higher education</li> </ol>                            | <ol style="list-style-type: none"> <li>1. Demonstrate how to set the goals of different task using SMART steps</li> <li>2. Perform deep and surface approach of learning</li> </ol>                            | <b>Interactive Lecture:</b><br>Goal Setting Strategies<br><br><b>Activity:</b> Identify five priority need of your life and prepare the short term and long term goal for them         |
|  | Demonstrate the knowledge of Self Management   | <ol style="list-style-type: none"> <li>1. State the obstacles in understanding of self management abilities</li> <li>2. Describe the factors which are not in control of human being at workplace</li> <li>3. Explain the strategies of self management</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of self management and attitude/confidence strategies</li> <li>2. Identify techniques of handling destructions in study process</li> </ol> | <b>Interactive Lecture:</b><br>Self Management<br><br><b>Activity:</b> Role Play   |
|  | Demonstrate the knowledge of Time Management   | <ol style="list-style-type: none"> <li>1. Explain how to set priority of work in managing the time</li> <li>2. Describe the basic strategies of time management</li> <li>3. Explain how to use time wisely</li> </ol>  | <ol style="list-style-type: none"> <li>1. Manage the time effectively</li> <li>2. Demonstrate the knowledge of time management strategies</li> <li>3. Prepare TO DO list</li> </ol>                            | <b>Interactive Lecture:</b><br>Time Management<br><br><b>Activity:</b><br>Prepare a time log book and maintain it for as long as you can and evaluate your log book as proper interval |

|  |   |  |   |   |
|--|---|--|---|---|
|  | Demonstrate the knowledge of concept of critical thinking and ways to become critical thinker | <ol style="list-style-type: none"> <li>1. Define critical thinking</li> <li>2. Enlist major factors to be kept in mind during the judgment</li> <li>3. Describe the ways to become critical thinker</li> </ol>   | <ol style="list-style-type: none"> <li>1. Use critical thinking</li> <li>2. Demonstrate the knowledge of ways to become critical thinker</li> <li>3. Demonstrate the knowledge of elements of critical thinking</li> </ol>  | <b>Interactive Lecture:</b><br>Critical Thinking<br><br><b>Activity:</b><br>Identify any five problem you have faced in the past life and note critical thinking technique you have adopted to solve the problem  |
|  | Demonstrate the knowledge of Stress Management  | <ol style="list-style-type: none"> <li>1. Define stress</li> <li>2. Explain How to manage stress</li> <li>3. Enlist the stress management skills required by GDA</li> <li>4. Identify various problems caused by stress in human body and behavior</li> <li>5. Identify social and work related problems caused due to stress</li> </ol> | <ol style="list-style-type: none"> <li>1. Manage stress in day to day activities</li> <li>2. Demonstrate the knowledge of effects of stress on physical, mental, social and work related problems</li> <li>3. Adopt stress management skills required for the job role of GDA</li> <li>4. Demonstrate the knowledge of techniques used for stress management</li> </ol> | <b>Interactive Lecture:</b><br>Stress Management<br><br><b>Activity:</b> <ol style="list-style-type: none"> <li>1. Observe your surrounding people who are in stress and identify the health problems associated with them</li> <li>2. Role Play</li> </ol> |

## 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 judgement 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 | Evaluator |
|-------|-----------------------|-----------|-----------|
|-------|-----------------------|-----------|-----------|

|       |                     | (Max. marks) |                           |
|-------|---------------------|--------------|---------------------------|
| 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           |
| Total |                     | 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.

NSQF Level 4 - Healthcare Sector - Patient Care Assistant/General Duty Assistant - Competency Based Curriculum

| Employability Skill Area   | S.No. | Competencies and Performance Standards            | Competent | Not Yet Competent |
|----------------------------|-------|---|-----------|-------------------|
| Communication              | 1.    | Questions appropriately                           |           |                   |
|                            | 2.    | Writes clearly and legibly                        |           |                   |
|                            | 3.    | Demonstrates good listening and responding skills |           |                   |
|                            | 4.    | Informs about the absence and reasons of absence  |           |                   |
| Responsibility             | 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                        |           |                   |
| Interpersonal relationship | 12.   | Displays friendly and cooperative attitude        |           |                   |
|                            | 13.   | Demonstrates tactfulness in difficult situations  |           |                   |
|                            | 14.   | Accepts constructive criticism                    |           |                   |
|                            | 15.   | Exhibits positive attitude                        |           |                   |
| Health and Safety          | 16.   | Practices good personal hygiene regularly         |           |                   |
|                            | 17.   | Maintains good personal health                    |           |                   |

|                           |     |  |  |  |
|---------------------------|-----|--|--|--|
|                           | 18. | Dresses well and in appropriate manner       |  |  |
| Innovation and Creativity | 19. | Give reasons and make judgements objectively |  |  |
|                           | 20. | Share ideas and thoughts with others         |  |  |

1. Competent = 0.5 marks; 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.

- |  |   |
|--|---|
| 1. Advanced Male and Female Catheterization Kit  | 24. Enamel Basin  |
| 2. Air Cushion                                   | 25. Fire Extinguisher 5 KG ABC type                           |
| 3. Airway Mannequin                              | 26. Foot Step   |
| 4. Ambu Bag with Mask (Adult)                    | 27. Full Body Mannequin - Basic                               |
| 5. Artery Forceps                                | 28. Goggles   |
| 6. Auto loading Stretcher made of aluminum alloy | 29. Gown  |
| 7. Back Rest                                     | 30. ICU Bed with mattress                                     |
| 8. Bath Tub                                      | 31. IV Stand  |
| 9. Bed Pan                                       | 32. Kidney Tray   |
| 10. Bed Sheet, Blanket, Pillow with Pillow Cover | 33. Male Multi Veno Intravenous Arm                           |
| 11. Bed Side Locker                              | 34. Malleable Splint set of Large Medium and Small            |
| 12. Birthing Simulator                           | 35. Measuring Glass   |
| 13. Call bell                                    | 36. Nail Cutter   |
| 14. Cardiac Table                                | 37. Nail Filer  |
| 15. Cervical Color Set of Large Medium and Small | 38. Oral care Set   |
| 16. CPR Mannequin                                | 39. Oxygen Cylinder with Connector, Key, Face Mask and tubing |
| 17. Crash card                                   | 40. Patient Examination Table                                 |
| 18. Crutch                                       | 41. Patient remote bell                                       |
| 19. Cupboard                                     | 42. Pocket Mask   |
| 20. Dissecting Forceps                           | 43. Rubber Sheet (2 x 2 meters)                               |
| 21. Doctors Table                                | 44. Sand Bag  |
| 22. Draw Sheet                                   | 45. Scissor   |
| 23. Electronic BP Monitoring Machine             | 46. Scoop Stretcher   |

47. Simulation Equipment - Mannequins
48. Spine Board
49. Spoon
50. Steel Basin 1 Set (3 Large, 3 Medium, 3 Small )
51. Steel Bowl
52. Steel Glass
53. Steel Jug
54. Steel Plate
55. Steel Tray 1 set (2 Large, 2 Medium and 3 small)
56. Sterilizer
57. Stethoscope
58. Stop Watch
59. Suction Apparatus
60. Syringe Destroyer and Needle Burner
61. Thermometer
62. Towel
63. Urinal Set (1 Male + 1 Female )
64. Walker
65. Weighing Machine
66. Wheel Chair
67. Wound care Model Anatomical

## Teacher's Qualifications

Qualification, competencies and other requirements for Graduate Teacher on contractual basis are as follows:

| S.No. | Qualification   | Minimum Competencies  | Age Limit  |
|-------|---|---|--|
| 1.    | Healthcare Instructor -<br><br>B.Sc. Nursing & Midwifery (4 years)<br>or 3 ½ years Diploma in GNM with<br>one year experience                         | <ul style="list-style-type: none"> <li>Effective communication skills (oral and written)</li> <li>Basic computing skills.</li> <li>Technical competencies (e.g., Should be able to perform and train the patient related skills)</li> </ul> | 18-37 years (as on Jan. 01 ( <u>year</u> ))<br><br>Age relaxation to be provided as per Govt. rules. |
| 2.    | Healthcare Assistant<br><br>10+2 vocational course in Medical<br>lab Technician, or 10+2 with<br>science followed by<br>certification/Diploma in MLT. | <ul style="list-style-type: none"> <li>Technical competencies (e.g., Should be able to perform and train the patient related skills)</li> <li>Should demonstrate skills and maintain lab</li> </ul>   | 18-37 years (as on Jan. 01 ( <u>year</u> ))<br><br>Age relaxation to be provided as per Govt. rules. |

## Career Path - Patient Care Assistant/General Duty Assistant

| Sector                  | Allied Health and Paramedics |                               |                            |
|-------------------------|------------------------------|-------------------------------|----------------------------|
| Sub-sector              | Non-Direct Care              | Diagnostic Services           | Curative Services          |
| Occupation              | General Duty Assistant       | Radiology Technician          | Dialysis Technician        |
| Leadership level        | Housekeeping Supervisor      | Supervisor                    | Dialysis in-charge         |
| Middle Management level | GDA Supervisor               | Senior Radiology Technologist | Senior Dialysis Technician |
| Entry Level             | GDA - OT/ Radiology/ ICU     | Radiology Technologist        |                            |
|                         | General Duty Assistant       | Radiology Technician*         | Dialysis Technician*       |

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**Competency Based Curriculum**

**National Vocational Education Qualification Programme**

**NVEQ Level 4**

**Sector: Beauty and Wellness**

**LabourNet Services India Pvt. Ltd.**

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## Introduction

The National Vocational Education Qualification Framework (NVEQF) developed by the Ministry of Human Resource Development (MHRD), Government of India provides a common reference for linking various qualifications to be 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.

As per NVEQF qualifications are to be developed in series of levels of knowledge and skills, 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. 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.

Competency is defined in terms of what a person is required to perform, under what conditions it is done and how well it is to be done. 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. 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).

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 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

The Beauty and Wellness sector in India is witnessing exponential growth due to consumerism, globalization and changing lifestyles. Rising disposable income of the rapidly expanding Indian middle class, demand fuelled by increasing stress levels and willingness of people to 'look and feel good' are further fueling the growth of the Beauty & Wellness industry. India is currently the 10th fastest growing market globally in Beauty & Wellness sector. This industry is presumed to reach a remarkable INR 875,000 crores by the year 2014. The Indian Beauty and Wellness sector comprises of mainly two segments: Products and Services. The Services segment alone contributes as much as 40% of total market. This lucrative market has drawn attention not only of domestic players, VCs, and angel investors but also of established international players that are also now keen to tap into this market.

The rapid growth in beauty and wellness industry along with the entry of giant organized players both nationally and globally, has led to huge demand for trained personnel. The skilled and trained personnel requirement in the next five years is an estimated 4.47 million. However, there is a huge deficit in the availability of skilled and trained personnel. This talent deficit poses extreme threat to the growth and expansion of the whole beauty and wellness industry.

### Critical Occupations:

Critical occupations have been identified from existing job roles in the industry based on maximum demand and minimum available skill set in the workplace. Critical occupations, identified in this sector, embrace 75% to 85% of total employee strength where employers are facing huge challenge to meet the demand of the skilled workforce:

| Salon & Beauty Center  | Rejuvenation   | Fitness & Slimming Centers            | Alternate Therapy & Treatment   | Product consultation & sales |
|--|--|---------------------------------------|---|------------------------------|
| 1. Beauty Therapist<br>2. Hair Stylist<br>3. Pedicurist & Manicurist | 1. Spa Therapist<br>2. Beauty Therapist<br>3. Nail Technician<br>4. Spa Supervisor | 1. Slimming Therapist<br>2. Dietician | 1. Panchakarma therapist<br>2. Masseur<br>3. Dietician<br>4. Yoga Therapist | 1. Beauty Advisor            |

## Objectives of the course

Upon completion of this course, students will be able to:

- **Demonstrate advanced techniques of Ayurvedic massage, Balinese massage and Reflexology**
- **Perform different types of manicure and pedicure methods and will describe the use of modern technologies in manicure and pedicure**
- **Perform advance facial techniques and will describe the use of modern technologies in facial treatment**
- **Perform different types of make up for different occasions**
- **Perform various hair-cuts and styles and hair coloring**
- **Understand the fundamentals of entrepreneurship**

## Competency Based Curriculum

### Sector: Beauty and Wellness

**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.           | <b>BW401-NQ2013</b> | Body Care and Wellness III | 30                              | Body Care and Wellness II  |
| 2.           | <b>BW402-NQ2013</b> | Advanced Hand Care         | 20                              | Hand Care II               |
| 3.           | <b>BW403-NQ2013</b> | Advanced Foot Care         | 20                              | Foot Care II               |
| 4.           | <b>BW404-NQ2013</b> | Face & Beauty III          | 40                              | Face & Beauty II           |
| 5.           | <b>BW405-NQ2013</b> | Hair Cutting & Styling II  | 40                              | Hair Cutting & Styling I   |
| 6.           | <b>BW406-NQ2013</b> | Entrepreneurship           | 20                              | Salon Management           |
| 7.           | <b>BW407-NQ2013</b> | Work integrated learning   | 30                              |                            |
| <b>Total</b> |                     |                            | <b>200</b>                      |                            |

Successful completion of **80 hours** of **theory sessions** and **120 hours of practical activities and on-the-job learning** is to be done for full qualification.

**Classroom Activities:**

The main activity in classroom will be an interactive lecture session, followed by discussions. Teachers should make effective use of a variety of instructional aids, such as Videos, Power Point Presentations, Charts, Diagrams, Models, Exhibits, Handouts, etc. to transmit knowledge in projective and interactive mode.

**Practical Activities:**

Activities that provide practical experience are termed as practical activities such as chart preparation, collation of objects relevant to the topics, preparation of informative document, role play, games, etc; Props, tools and equipment are used for practical activities to provide hands-on experiences for students in the chosen occupation. Specialized techniques such as handling of products and equipment, maintaining safe and hygienic conditions, handling customer's complaints and requirements, etc are to be imparted to the students by expert trainers. For practical training in any organization/industry that reflects tasks to be performed and competencies to be imparted, should be as per a plan signed by the student, teacher and employer.

**On-the-Job Training:**

On-the-job training (OJT) utilizes actual equipment and materials in a structured manner, following a training plan that reflects tasks to be performed and competencies to be imparted under the supervision of an experienced trainer or supervisor. Training plan is prepared and signed by the student, teacher, and supervisor at the organization/industry. In the first step of OJT the trainer will provide an overview of the task to the student, explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks. In the second step trainer will tell, show, and demonstrate step by step the use of tools, materials and equipment for performing a task showing the finished products at each appropriate step which will help the learner understand what is required as outcome. Student will directly participate in the next level while the trainer monitors the progress and provides the feedback. At the last level student practices with clearly defined targets for performance standards.

**Certification:**

The CBSE will issue a 'National Certificate for Work Preparation'. This will be in addition to the regular CCE certificate issued to students.

## UNITS

|   |  |   |  |   |
|---|--|---|--|---|
| <b>Unit Code:</b><br><b>BW401- NQ2013</b> | <b>Unit 1 Title: Body care &amp; wellness III</b>  |   |  |   |
|   | <b>Duration: 30 hrs</b>  |   |  |   |
|   | <b>Learning Outcome</b>  | <b>Knowledge Evaluation</b>   | <b>Performance Evaluation</b>  | <b>Teaching and Training Method</b>   |
|   | 1. The student will be able to identify appropriate dietary approaches and exercises for weight management | 1. Describe the causes of obesity w.r.t lifestyle and health issues<br>2. Describe the relationship between metabolism and weight<br>3. List the behavioral changes in obese people | 1. Calculate the compare the BMI of self with the standard BMI as per age<br>2. Make a weight loss diet plan for an obese person | <b>Interactive Lecture:</b><br>Body Weight Management<br><br><b>Activity:</b> <ul style="list-style-type: none"> <li>Prepare a chart on Normal BMI and the students BMI</li> <li>Student will be presented with old magazines from which they have to make a collage of people with different body shapes</li> <li>Students will showcase by preparing a nutritious dish</li> </ul> |
|   | 2. The student will be able to explain about the body changes caused by age                                | 1. Describe the process of aging.<br>2. Describe different approaches to keep up with body changes due to age   | 1. Identify different symptoms of aging using a picture<br>2. List out the impact of aging on human body                         | <b>Interactive Lecture:</b><br>Aging<br><br><b>Activity:</b> <ul style="list-style-type: none"> <li>Brainstorming session</li> </ul> Topic on bodily changes  |



|  |  |  |  |   |
|--|--|--|--|---|
|  |  | 3. Differentiate between face skin changes and skeleton structure changes due to aging   |  | will be illustrated to the students and initiate a discussion through brainstorming technique. The highlights of the sessions will be recorded by a student   |
|  | 3. The student will be able to perform advance techniques of ayurvedic massage, Balinese massage and reflexology | <ol style="list-style-type: none"> <li>1. Describe the safety measure while performing advanced Balinese massage.</li> <li>2. List the different advance Ayurveda massage with their importance</li> <li>3. Describe the general massage etiquettes</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate Advanced ayurvedic massage on shoulder and forehead</li> <li>2. Demonstrate advanced Balinese massage on upper back</li> <li>3. Demonstrate advance reflexology on hand and feet to heal headache</li> </ol> | <p><b>Interactive Lecture:</b><br/>Advance technique Ayurvedic massage, Balinese massage, reflexology</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Role modeling session of general massage etiquette is presented by a group of students.</li> <li>• Debate: The students will have debate competing on Ayurveda massage and Balinese massage</li> </ul> |

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|---|--|---|---|---|
| <b>Unit Code:</b><br><b>BW402- NQ2013</b> | <b>Unit 2 Title: Advanced Hand Care</b>                            |   |   |   |
|   | <b>Duration: 20 hrs</b>  |   |   |   |
|   | <b>Learning Outcome</b>  | <b>Knowledge Evaluation</b>   | <b>Performance Evaluation</b>   | <b>Teaching and Training Method</b>   |
|   | 1. The student will be able to use modern technologies in manicure | 1. List out the modern technologies available in the market for manicure<br>2. Describe the process of using nail extensions<br>3. Describe the safety precautions that need to be taken during usage of modern manicure technologies | 1. Identify the different components of an electrical manicure equipment<br>2. Demonstrate the advanced massaging technique using electrical massager | <b>Interactive lecture:</b><br>Modern Technologies of Manicure<br><br><b>Activity:</b> <ul style="list-style-type: none"> <li>Showcasing the modern technology used in Manicure, the student will describes its application to the customer through a mock interface.</li> <li>Photos of equipment are put up on the wall and students will walk around and discuss.</li> </ul> |
|   | 2. The student will be able to perform advanced nail art           | 1. State the factors that could influence the choice of basic nail art techniques<br>2. State the importance of the preparation procedures for basic nail art techniques  | 1. Design a 2D nail art image<br>2. Carry out nail art technique  | <b>Interactive lecture:</b><br>Advanced Nail Art<br><br><b>Activity:</b> <ul style="list-style-type: none"> <li>The student will be given few nail colors and asked to draw a design on her/his partner</li> </ul>  |

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|  |  | 3. State the products used in nail art |  | in the class. <ul style="list-style-type: none"> <li>The students will prepare a scrap book on nail art</li> </ul> |
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|                                |  |   |   |  |
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| <b>Unit Code: BW403-NQ2013</b> | <b>Unit 3 Title: Advanced Foot Care</b>                            |   |   |  |
|                                | <b>Duration: 20 hrs</b>  |   |   |  |
|                                | <b>Learning Outcome</b>  | <b>Knowledge Evaluation</b>   | <b>Performance Evaluation</b>   | <b>Teaching and Training Method</b>  |
|                                | 1. The student will be able to use modern technologies in pedicure | 1. List out the available modern technologies for pedicure<br>2. Describe the safety precautions that need to be taken during usage of modern pedicure technologies | 1. Identify the different components of an electrical manicure equipment<br>2. Demonstrate the advanced massaging technique using electrical massager | <b>Interactive lecture:</b><br>Modern Technologies of Pedicure<br><br><b>Activity:</b> <ul style="list-style-type: none"> <li>Student will be taken to a shop where beauty products are sold. Later, students need to prepare a list of latest available products used in pedicure and will explain one of them</li> <li>Demonstration is carried out using an electrical massager.</li> </ul> |

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|  | 2. The student will be able to perform advanced nail art | <ol style="list-style-type: none"> <li>1. State the factors that could influence the choice of basic nail art techniques</li> <li>2. State the importance of the preparation procedures for basic nail art techniques</li> <li>3. State the products used in nail art</li> </ol> | <ol style="list-style-type: none"> <li>1. Design a 2D nail art image</li> <li>2. Carry out nail art technique</li> </ol> | <p><b>Interactive lecture:</b></p> <p>Advanced Nail Art</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• A group of students will have to develop a set of 5 designs on nail art</li> <li>• The students are presented with nail colors and asked to perform a nail art work on their friends hands</li> <li>• Worksheet with different shapes of nails is drawn and given .Students will produce nail art on it using color pens.</li> </ul> |
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| <b>Unit Code: BW404-NQ2013</b> | <b>Unit 4 Title: Face and Beauty III</b>  |  |  |  |
|                                | <b>Duration: 40 hrs</b>   |  |  |  |
|                                | <b>Learning Outcome</b>   | <b>Knowledge Evaluation</b>  | <b>Performance Evaluation</b>  | <b>Teaching and Training Method</b>  |
|                                | 1. The student will be able to explain the modern technologies and surgeries used in facial treatment | 1. List out various cosmetic surgeries for the face<br>2. Describe the steps involved in laser resurfacing<br>3. Differentiate between CO2 laser resurfacing and Erbium laser resurfacing<br>4. Determine the benefits of using laser facial treatment | 1. Identify the modern tools used for facial   | <b>Interactive lecture:</b><br>Modern technologies used in facial treatment<br><b>Activity:</b> <ul style="list-style-type: none"> <li>• Worksheet activity</li> <li>• Video on various modern technologies applied in facial treatment</li> <li>• Q &amp; A session on the same between groups</li> </ul> |
|                                | 2. The student will be able to apply bridal make up, party make up and other occasions make up.       | 1. List the various mineral based cosmetics used for bridal make up<br>2. List out the chemical hazards involved in make up  | 1. Apply make up for a lady attending a wedding<br>2. Applying make up for a lady attending a cocktail party | <b>Interactive lecture:</b><br>Advanced make-up<br><b>Activity:</b> <ul style="list-style-type: none"> <li>• Group activity</li> </ul> Student will be dressed up for an occasion.<br>Another student will play the  |

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|  |   | 3. Describe the steps involved in camouflaging a pimple         |   | <p>role of a beauty specialist who will explain the type of make-up that is going to be applied on her face along with the precautions that are being taken while using the cosmetic product.</p> <ul style="list-style-type: none"> <li>A collage is prepared by group of students on different types of bridal make up and presented to the class.</li> </ul> |
|  | 3. The student will be able to demonstrate threading to obtain the appropriate shape of eyebrow as per face shape | 1. Determine the appropriate shape of eyebrow as per face shape | 1. Demonstrate the technique of shaping of eyebrows | <p><b>Interactive Lecture:</b><br/>Advanced Eyebrow Threading</p> <p><b>Activity:</b><br/>Students will be presented with inappropriate shapes of eyebrow on different face cuts through flash cards. The students will be given another sheet of paper and are instructed to reconstruct the same by modifying the eyebrows to suit the face.</p>              |

| <b>Unit Code: BW405-NQ2013</b> | <b>Unit 5 Title: Hair Cutting &amp; Styling II</b>  |   |   |  |
|--------------------------------|---|---|---|--|
|                                | <b>Duration: 40 hrs</b>   |   |   |  |
|                                | <b>Learning Outcome</b>   | <b>Knowledge Evaluation</b>   | <b>Performance Evaluation</b>   | <b>Teaching and Training Method</b>  |
|                                | 1. The student will be able to perform advanced haircuts- Layer cut, Feather cut, Pony tail cut, Fringes or Bangs | 1. Differentiate between feather cut and layer cut<br>2. Describe the steps involved in a pony tail cut   | 1. Demonstrate the method of fringe cut on a wig  | <b>Interactive lecture:</b><br>Advanced hair cuts<br><br><b>Activity:</b> <ul style="list-style-type: none"><li>With the use of different wigs students will practically demonstrate haircuts.</li><li>Student will visit a salon and photograph different haircuts by the specialist.</li></ul> |
|                                | 2. The student will be able to perform advanced hair styles   | 1. List the tools, equipment and materials required for curling of hair<br>2. Describe the different methods of hair straightening<br>3. Describe the steps involved in making different buns | 1. Demonstrate the process of using a hair straightener<br>2. Demonstrate the use of rollers to curl hair | <b>Interactive lecture:</b><br>Advanced Hair styles<br><br><b>Activity:</b> <ul style="list-style-type: none"><li>Pair activity:<br/>Team of two students will compete with other teams on designing a hairstyle in given time.</li></ul>  |

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|  | 3. The student will be able to perform advanced hair coloring | <ol style="list-style-type: none"><li>1. List the various brands of hair color available in the market</li><li>2. Differentiate between highlights and streaks</li><li>3. Determine the process of highlighting of hair</li></ol> | <ol style="list-style-type: none"><li>1. Identify the various hair colour shades</li><li>2. Identify the color of hair that will suit the various skin complexion</li><li>3. Demonstrate the process of streaking of hair</li></ol> | <p><b>Interactive lecture:</b><br/>Advanced hair coloring</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"><li>• Using artificial hair in small quantities, students will color the hair using different shades and stick it to a cutout of different skin shades to prepare a poster</li></ul> |
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|---|---|--|--|--|
| <b>Unit Code:</b><br><b>BW406- NQ2013</b> | <b>Unit 6 Title: Entrepreneurship</b>                                     |  |  |  |
|   | <b>Duration: 20 hrs</b>   |  |  |  |
|   | <b>Learning Outcome</b>   | <b>Knowledge Evaluation</b>  | <b>Performance Evaluation</b>  | <b>Teaching and Training Method</b>  |
|   | 1. The student will be able to apply the knowledge of business management | 1. List the important elements of business laws<br>2. Differentiate between franchise and sole proprietor<br>3. Describe salon business ethics | 1. Calculate the space required for opening a salon for handling a minimum of 5 customers simultaneously | <b>Interactive lecture:</b><br><br>Business Management<br><br><b>Activity:</b> <ul style="list-style-type: none"> <li>• Draw a plan for setting up a Beauty Salon and present it to the class.</li> <li>• Students will prepare a poster of guidelines on business ethics that should be followed in the Salon.</li> <li>• Group discussion is held on business laws and what is required for this business is listed down by them.</li> </ul> |

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|  | 2. The student will be able to apply the knowledge of procurement and inventory management | <ol style="list-style-type: none"> <li>1. List out the steps involved in managing stocks</li> <li>2. Explain stock-rotation and its importance</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate the technique of evaluating quotations from suppliers</li> <li>2. Demonstrate negotiation skills for stock purchase</li> <li>3. Identify need of product as per consumption</li> </ol> | <p><b>Interactive lecture:</b></p> <p>Procurement &amp; Inventory Management</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Mock sessions-Visiting the market and procuring the products required for the salon.</li> <li>• Student will negotiate the price while purchasing the products</li> <li>• Student will develop an inventory checklist template for a salon</li> </ul> |
|  | 3. The student will be able to apply the knowledge of staff management                     | <ol style="list-style-type: none"> <li>1. Describe supervisory skills</li> <li>2. Explain the importance of team work</li> </ol>                          | <ol style="list-style-type: none"> <li>1. Identify the skills of different staff members and allocate work accordingly</li> <li>2. Demonstrate the skill of prioritization</li> </ol>  | <p><b>Interactive lecture:</b></p> <p>Staff Management</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Team building activities/games are conducted by students on the basis of case simulation given by the teacher</li> </ul>  |

**BW407-NQ2013****Work integrated learning and practice****List of work integrated activities**

- Diet and nutrition (Advance)
- Ayurvedic massage, Balinese massage and reflexology (Advance)
- Manicure & Pedicure (Advance)
- Facial (Advance)
- Make-up (Advance)
- Hair cutting & styling (Advance)

## 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.

The final assessment will be in line with the CBSE guidelines.

## List of tools, equipment and materials

### **BW401-NQ2013: Body care & wellness III**

1. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, Massage oil, lotion, cream, ayurvedic oil for massage
2. Equipment/Furniture: Massage Table

### **BW402-NQ2013: Advanced Hand Care**

#### **Manicure**

1. Tools: Nail clippers, Cuticle knife and clippers, Cuticle pusher, Nail file, emery board, Buffer, Small Scissors, Brush, Orange Stick, Spatula for cuticle creams
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, Paraffin wax, Stones for manicure, finger separator
3. Cosmetics: Cuticle softener cream, Massage lotion, Nail polish, nail polish remover (Acetone), Astringent, soap or shampoo, Hand scrub, Hand cleanser, Nail paints of different colors, Nail varnish
4. Equipment/Furniture: Manicure table, Salon chair and manicurist's chair or stool, Boiler to heat the water, Hand massager

#### **Hand Nail Art**

1. Tools: Dotting tool, nail art striper brush, Nail art flat brush, nail art detail brush
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, finger separator
3. Cosmetics: Nail polish, nail polish remover (Acetone), Nail paints of different colors, Nail varnish

**BW403-NQ2013: Unit Title: Advanced Foot Care****Pedicure**

1. Tools: Nail clippers, Cuticle clippers, clippers, Cuticle pusher, Nail file, emery board, Buffer, Small Scissors, Brush, Orange Stick, Spatula for cuticle creams, Feet scraper, metal filer
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, Pumice stone, Paraffin wax, Stones for pedicure, toe fingers separator
3. Cosmetics: Cuticle softener cream, Massage lotion, Nail polish, nail polish remover (Acetone), Astringent, soap or shampoo, foot scrub, foot cleanser, Nail paints of different colors, Nail varnish
4. Equipment/Furniture: Salon chair, Pedicure table, Boiler to heat the water, Foot steamer and massager

**Toe Nail Art**

5. Tools: Dotting tool, nail art striper brush, Nail art flat brush, nail art detail brush
6. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, finger separator
7. Cosmetics: Nail polish, nail polish remover (Acetone), Nail paints of different colors, Nail varnish

**BW404-NQ2013: Unit Title: Face & Beauty III****Facial**

1. Tools: Blackhead removal tool,
2. Materials: Towel, Distilled water, Head band,
3. Cosmetics: anti-bacterial soap or face wash, Cleanser for all skin types, Moisturizer for all skin types, Face scrub, facial mask, Toner for skin types, Diamond facial creams, gels/serums for galvanic facial, Anti-aging cream, Fairness Bleach

4. Equipment/Furniture: Facial vaporizer/steamer, Face massager

**Make-Up**

1. Tools: Makeup brushes kit, Eye Brushes, Eyebrow brushes
2. Materials: Towel, Distilled water, Head band, eyelash glue
3. Cosmetics: Eye liner, mascara, foundation, face powder, lip liner, lipstick, lip gloss, Make-up eye color shades, eye shadow, Rouge, blush or blusher, Bronzer, Eyebrow pencils, eyelash glue, concealer, mineral make up kit
4. Equipment/Furniture: Salon Chair, Make up tray

**Threading**

1. Tools: Scissors
2. Materials: Thread, cotton balls, threading powder, eyebrow brush
3. Cosmetics: Moisturizer, astringent
4. Equipment/Furniture: salon chair

**BW405-NQ2013: Unit Title: Hair Cutting & Styling- II**

1. Tools: Hair brush, comb, Hair cutting scissors, Applicator
2. Materials: Towel, water, Apron, Hair clips, Rollers, Hair Extensions, Foil paper, Rubber bands
3. Cosmetics: Oil, Shampoo, Conditioner, Hair color, Hair fixer, Hair spray, Hair Serum, head massage cream
4. Equipment/Furniture: Wash Basin, Water spray, Blow-dryer, hair straightener, perming iron , head massager

## Trainers Qualification

- Graduate with Cosmetology / Beauty and Wellness certification or Diploma in Beauty and Wellness with 5+ years of experience as a beautician
- Work experience in Beauty and Wellness segment (at least 2 years)
- Good knowledge of sector related processes/ services
- With prior experience in training / teaching

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## Competency Based Curriculum

# National Vocational Education Qualification Programme

## NVEQ Level 4

### Sector: Private Security



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 of 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

The Dictionary definition of "Secure" and "Security" is free from danger or risk, or loss; safe. Anything that gives or assures safety; something deposited or given as an assurance of the fulfillment of an obligation; a pledge. The word security means "the state of feeling secure". Secure comes from the Latin word *securus* which means "carefree"; while the etiology of the word "guard" is rooted from French word *garde*, or *garder* which means "to protect". By putting these words together, security guard will mean "to protect the carefree feeling".

At the national and level, "national security" agencies of the state (the army, the navy, the air force, the police, the judiciary, and secret intelligence organisations) are responsible for providing security to the citizens of the nation.

At the local level, private "Security Firms" provide protection to human body and property of corporate, household and individual security through the provision of "security systems", which include burglar alarms, electronic surveillance, personal security guards, etc. Insurance companies, particularly health insurers sell "peace of mind" security by insuring clients against probable and improbable adversity. Safety and security personnel support public safety and order by using their skills; they protect persons, buildings, facilities and other major assets, in particular by means of preventive measures and, as far as required, by averting danger. They work in the areas of assets protection, transport services, events services as well as personal protection and the protection of valuable objects in the private and public spheres.

The various job opportunities that the security sector offers include the following (i) Body Guard, (ii) Senior Security Executives, (iii) Security Executives, (iii) Junior Security Expert, (iv) Security Trainer, (v) Unarmed Combat Trainer, (vi) Chief Security Manager, (vii) Chief Security Officer/Security Manager, (viii) Security and Administrative Head, (ix) Security Officer, (x) Security Engineer, (xi) Circle Security Officer, (xii) Security Associate, (xiii) Security Assistants/Guards.

## Objectives of the Course

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

- Demonstrate the knowledge and skills of using technological aids and practices in securing premises and property.
- Identify and demonstrate the use of technological aids in security operations.
- Describe current relevant legislation, regulations, codes of practice and guidelines relating to security of people, property and premises.
- Demonstrate the knowledge and skills of patrolling and crowd control.
- Demonstrate the use of surveillance and protection systems.
- Demonstrate the knowledge of responding to security incidents and breaches.
- Demonstrate the knowledge of social responsibility and gender, cultural and environmental sensitivity.

## Competency Based Curriculum

### Sector: Private Security

**Course Structure:** This course (vocational qualification package) is a planned sequence of instructions consisting of the following 07 modules called as Units.

| NVEQ Level 4 |              |   |                                |  |
|--------------|--------------|---|--------------------------------|--|
| S.No.        | Unit Code    | Unit Title  | No. of Notional Learning Hours | Pre-requisite Unit, if any   |
| 1.           | SS401-NQ2013 | Security of Premises and Property                               | 20                             |  |
| 2.           | SS402-NQ2013 | Introduction to Technological Aids in Security Operations       | 20                             | SS204-NQ2012 Introduction to Information Technology  |
| 3.           | SS403-NQ2013 | Legal and Procedural Requirements in Security Sector (Advanced) | 15                             | SS203-NQ2012 Security Structure and Laws Governing Private Security                        |
| 4.           | SS404-NQ2013 | Basic Security Operations                                       | 15                             |  |
| 5.           | SS405-NQ2013 | Surveillance and Protection Systems                             | 15                             |  |
| 6.           | SS406-NQ2013 | Security Incidents and Breaches                                 | 15                             | SS302-NQ2012 Managing Conflicts as Workplace, SS306-NQ2012 Dealing with Anxiety and Stress |
| 7.           | SS407-NQ2013 | Work Integrated Learning - L-4                                  | 15                             |  |
| <b>Total</b> |              |   | <b>115</b>                     |  |



Successful completion of **115 hours** of theory sessions and **185 hours** 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 tapes, etc. to transmit knowledge in projective and interactive mode.

**Practical Activities:** Activities that provide practical experience in managing security should include case based problems, role play, games, etc. on security incidents and practical exercises using props, tools and equipment and drills. 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 First Aid, Self Defensive Techniques, Fire Fighting, etc. A training plan signed by the student, teacher, and employer that reflects equipment, skills and tasks 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 should give 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 be demonstrated in the sequence of actual operation but 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 Board and upon successful completion of this course, the State Education Board and the Security Knowledge and Skill Development Council (SKSDC) will provide a certificate to the student verifying the competencies acquired by the candidate. For more details about SSC visit the website of SKSDC at <http://www.sksdc.in>

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| <b>Unit Code:</b><br>SS401-NQ2013  | <b>Unit Title: Security of Premises and Property</b>   |  |   |   |
|  | <b>Duration: hours</b>   |  |   |   |
| <b>Location:</b><br><br><b>Classroom and Organizations / Security Training Institution</b> | <b>Learning Outcome</b><br><br>1. Demonstrate the knowledge of responsibilities involved in perimeter security | <b>Knowledge Evaluation</b><br><br>1. Describe the functions and purpose of perimeter security<br>2. Describe the procedures involved in perimeter security<br>3. Describe the common perimeter security devices | <b>Performance Evaluation</b><br><br>1. Demonstrate the knowledge of functions of perimeter security<br>2. Identify the purpose of perimeter security<br>3. Demonstrate the knowledge of the procedures involved in perimeter security<br>4. Identify the common perimeter security devices<br>5. Identify the common deterrent employed for perimeter security | <b>Teaching and Training Method</b><br><br><b>Interactive lecture:</b><br><br>Perimeter Security<br><br><b>Activity:</b><br>1. Visit to an organization/institution with perimeter fence, main gate and security devices.<br>2. Discussion with the security personnel controlling the movement of people and vehicles through the premises, on various issues related to security of premises. |

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|  |  |   |  | 3. Reading floor plans to identify entry and exit points, elevators, fire exits, etc.  |
|  | 2. Demonstrate the knowledge and skills for the use of access control system | 1. Describe the functions and operating principles of the security and protection systems<br>2. Describe the principle and the use of commonly used counter-intrusion and access control systems<br>3. Explain the purpose of assignment instructions<br>4. Explain the purpose of control room<br>5. Define the purpose of access and egress control | 1. Demonstrate the knowledge of functions and operating principles of the security and protection systems<br>2. Demonstrate the knowledge of principle and the use of commonly used counter-intrusion and access control systems | <b>Interactive lecture:</b><br>Access Control Equipment and Systems<br><br><b>Activity:</b><br>1. Visit a security training institution and operate access control equipment.<br>2. Read user manuals of access control equipment<br>3. Read magazines on security Industry and equipment to remain updated with the new equipment and access control practices. |

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|  | 3. Identify the various documents used in access control                                   | <ol style="list-style-type: none"> <li>1. Explain why access is denied to unauthorized individuals and vehicles,</li> <li>2. Describe the various elements of Identity Card and temporary Passes</li> <li>3. Describe the procedure to be followed in case of loss of Identity Card/Pass</li> </ol> | <ol style="list-style-type: none"> <li>1. Identify the various elements of Identity Card and Pass</li> <li>2. Read the names and telephone numbers from documents/database.</li> <li>3. Read the contents of Identity Card and Pass.</li> <li>4. Demonstrate the knowledge of the procedure involved in issuance of Identity card/Pass</li> </ol> | <p><b>Interactive lecture:</b><br/>Access Documents</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit to security training institution to study the various documents used in access control.</li> <li>2. Filling a form for issuance of ID card/pass.</li> <li>3. Identification of signs/symbols to locate facilities, such as washroom, escalators, telephone, ATM, fire exit, etc</li> </ol> |
|  | 4. Demonstrate the knowledge of parameters for screening and searching people and vehicles | <ol style="list-style-type: none"> <li>1. Describe the parameters for screening and searching people for security</li> <li>2. Describe the parameters for screening and</li> </ol>  | <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge and skills for screening and searching people, vehicles and cargo.</li> <li>2. Demonstrate the actions to be taken in the event of a refusal to be searched</li> <li>3. Demonstrate the actions to</li> </ol>   | <p><b>Interactive lecture:</b><br/>Screening and Searching people, vehicles and cargo</p> <p><b>Activity:</b></p>  |

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|  |   | searching of vehicles for security<br>3. Describe the parameters for screening and searching cargo<br>4. Demonstrate the knowledge of greeting people at the checkpoint courteously in accordance with organizational greeting standard                      | be taken when illegal/unauthorized items/property is found during a search  | 1. Visit to an airport or metro railway station to understand the procedure followed for screening and searching of people, vehicle and cargo.<br>2. Role Play<br>3. Video film show on standard procedure adopted for screening and searching. |
|  | 5. Manage incidents during screening and search | 1. Describe the procedure for handling incidents during screening and search<br>2. Describe the responsibility and limits of authority of security staff during screening and search<br>3. Demonstrate the knowledge of asking people entering checkpoint to | 1. Demonstrate the knowledge and skill of handling incidents<br>2. Demonstrate the knowledge of responsibilities and limits of authority of security staff while managing the incidents | <b>Interactive lecture:</b><br>Incidents handling during screening and search<br><b>Activity:</b><br>1. Visit to a security organization and observe how to manage incidents are being managed during screening and search.<br>2. Role Play     |

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|  |  | comply with walk-through metal detector security screening   |  |  |
|  | 6. Describe the responsibilities and procedures involved in gate control | <ol style="list-style-type: none"> <li>1. Describe the importance and purpose of gate control</li> <li>2. Describe the procedures of Gate Control</li> <li>3. Describe the operation of equipment used in gate control system</li> <li>4. Recognize the various elements of documents used for gate control</li> <li>5. Describe the various elements of <i>challan</i> and invoices</li> <li>6. Describe the knowledge of reporting details of intrusion to appropriate authorities in the event of entry of person(s)</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of importance and purpose of gate control</li> <li>2. Demonstrate the skill for Gate Control</li> <li>3. Fill the various documents used in Gate Control System</li> <li>4. Operate equipment used in Gate Control System</li> <li>5. Read the content of <i>challan</i> and invoices and write logbook and shift reports</li> </ol> | <p><b>Interactive lecture:</b><br/>Gate Control System</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. On-the-job practice session for Gate control procedures</li> <li>2. Entering license number, plate number, vehicle model, date and time on parking tickets</li> </ol> |

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| <b>Unit Code:</b><br>SS402-NQ2013  | <b>Unit Title: Introduction to Technological Aids in Security Operations</b> |  |   |  |
|  | <b>Duration: 10 hours</b>  |  |   |  |
| <b>Location:</b><br><br><b>Classroom and Training Organisation in Security</b> | <b>Learning Outcome</b>  | <b>Knowledge Evaluation</b>  | <b>Performance Evaluation</b>   | <b>Teaching and Training Method</b>  |
|  | 1. Describe the various types of access control system and equipment         | 1. Describe access control system in the organization.<br>2. Describe the main parts of an access control system<br>3. Describe elements of visitor register | 1. Demonstrate the commonly used access control system/equipment in the organization<br>2. Identify the main parts of an access control system<br>3. Identify the elements of visitor's register. | <b>Interactive lecture:</b><br><br>Access Control System<br><b>Activity:</b><br>1. Visit to the security organization and observe how to operate access control and visitor management equipment.<br>2. Draw a block diagram of an access control system, label its parts and explain about it.<br>3. Reading standard operating procedures for technological aids |
|  | 2. Demonstrate the knowledge of scanning and frisking                        | 1. Describe scanning equipment<br>2. Describe the procedure of scanning<br>3. Describe the circumstances that  | 1. Identify scanning equipment<br>2. identify circumstances that justify frisking<br>3. Perform scanning  | <b>Interactive lectures:</b><br>Scanning and Frisking<br><b>Activity:</b><br>1. Visit places like Airport, Metro Railway Station,  |



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|  |   | justify frisking<br>4. Describe the procedure of frisking<br>5. Demonstrate the knowledge of thanking people for their cooperation and patience<br>6. Demonstrate the knowledge of informing appropriate authority when a person refuses to be screened according to the organizational procedures and premise requirements | and frisking  | etc. and observe the use of scanning and frisking equipment.<br>2. Role Play  |
|  | 3. Identify the various parts and demonstrate the knowledge of CCTV equipment | 1. Describe the various types of CCTV<br>2. Describe key uses of CCTV<br>3. Recognize the various parts of CCTV<br>4. Describe the purpose and functions of CCTV  | 1. Identify the various parts of CCTV<br>2. Distinguish between various types of CCTV | <b>Interactive lectures:</b><br>CCTV Control System<br><b>Activity:</b><br>1. Visit the security organization and observe the various types and functioning of CCTV<br>2. Group discussion on issues related to CCTV system<br>3. Reading equipment manuals for trouble shooting alarm system |

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|  |   |  |  | and camera malfunctions.  |
|  | 4. Demonstrate the knowledge and skill of using Public Address System | 1. Recognize the various types of Public Address System<br>2. Describe the functioning of Public Address System<br>3. Classify the parts of Public Address Equipment | 1. Distinguish the various types of Public Address System<br>2. Operate the various types of Public Address System | <b>Interactive lectures:</b><br>Public Address System<br><b>Activity:</b><br>1. Practice session on the use and operation of Public Address system. |

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| <b>Unit Code:</b><br>SS403-NQ2013   | <b>Unit Title: Legal and Procedural Requirements in Security Sector (Advanced)</b> |  |  |   |
|                                     | <b>Duration: hours</b>   |  |  |   |
| <b>Location:</b>                    | <b>Learning Outcome</b>  | <b>Knowledge Evaluation</b>  | <b>Performance Evaluation</b>  | <b>Teaching and Training Method</b>   |
| <b>Classroom and Police Station</b> | 1. Demonstrate the knowledge of laws related to self defense and arrest            | 1. Describe the types of offences<br>2. Describe sections that protect private | 1. Identify the types of offences<br>2. Identify the sections that protect private | <b>Interactive lecture:</b><br><br>Laws applicable to self defense and arrest |

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|  |  | security personnel<br>3. Describe the laws/sections applicable for right to private defense of property<br>4. Describe the relevant section of CrPC applicable for arresting a person<br>5. Interpret various sections of IPC<br>6. Interpret various sections of Cr PC<br>7. Demonstrate the knowledge of preventing defamation consequences for wrongful accusations | security personnel<br>3. Demonstrate the knowledge and skill of defending self in a given situation<br>4. State reporting procedures following a crime                       | <b>Activity:</b><br>1. Visit a police station and discuss with Station House Officer the applications of various IPC sections   |
|  | 2. Describe Special Acts which address security issues | 1. Describe the protection of Human Right Act, 1993<br>2. Describe Unlawful Activities Amendment Act, 2011   | 1. Demonstrate the knowledge of application of protection of Human Right Act, 1993<br>2. Demonstrate the knowledge of application of Unlawful activities Amendment Act, 2011 | <b>Interactive lecture:</b><br>Special Acts against Organized Crime<br><b>Activity:</b><br>1. Group discussion on issues related to Human Rights and Unlawful Activities and application of |

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|  | 3. Demonstrate the knowledge of provisions made for training under the PSA (R) Act and Rules thereof                                  | 1. Describe the various provisions for training of private security personnel under the PSA (R) Act and Rules thereof                                   | 1. Demonstrate the skill to perform the tasks/activities, as per the requirements of PSA(R) Act 2005<br>2. Articulate requirements under the PSA (R) Act 2005 | <b>Interactive lecture:</b><br>Training as per PSA (R) Act and Rules Thereof<br><br><b>Activity:</b><br>1. Discuss in the class, different aspects with regard to private security agencies and personnel and record the outcome of the discussion. |
|  | 4. Demonstrate the knowledge of the provision made for verifications as per PSA (R) Act and Rules thereof                             | 1. Describe the various requirements to be met for verification as per the PSA (R) Act 2005 and rules thereof   | 1. Identify the various provisions for verification under PSA (R) Act 2005  | <b>Interactive lecture:</b><br>PSA (R) Act 2005 and Rules thereof<br><br><b>Activity:</b><br>1. Discussion in the class on PSA(R)A 2005   |
|  | 5. Demonstrate the knowledge of various provisions related to service conditions of Private Security Personnel under PSA (R) Act 2005 | 1. Describe the terms of employment for security personnel's as per PSA (R) Act<br>2. Describe the potential risk associated with professional security | 1. Identify the duties and responsibilities of Private security Agencies<br>2. Identify the scope of work and constraints in carrying out job                 | <b>Interactive lecture:</b><br>Service Conditions of Private Security Personnel<br><br><b>Activity:</b>   |

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|  |  | and personnel as per PSA (R) Act 2005 | roles | <ol style="list-style-type: none"> <li>1. Visit a security Organization, and discuss on the terms of employment, duties of security personnel and risks associated with the job</li> <li>2. Reading feature articles on topics related to security and career opportunities</li> <li>3. Reading articles published in newspapers and security magazines</li> </ol> |
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| <b>Unit Code:</b><br>SS404-NQ2013        | <b>Unit Title: Basic Security Operations</b>              |   |                               |  |
|  | <b>Duration: hours</b>                                    |   |                               |  |
| <b>Location:</b><br><br><b>Classroom</b> | <b>Learning Outcome</b>                                   | <b>Knowledge Evaluation</b>   | <b>Performance Evaluation</b> | <b>Teaching and Training Method</b>  |
|  | 1. Demonstrate the knowledge of different types of patrol | <ol style="list-style-type: none"> <li>1. Describe the importance of Patrolling</li> <li>2. Describe the purpose of different types of patrol</li> <li>3. Describe the advantages and disadvantages of</li> </ol> | 1. Perform foot patrol        | <b>Interactive lecture:</b><br><br>Types of patrols and procedure of patrolling<br><br><b>Activity:</b><br><br>Visit to a security training organization and perform |

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|  |   | different types of patrols  |   | patrolling with the team   |
|  | 2. Describe the planning and preparations of patrols                      | <ol style="list-style-type: none"> <li>1. Describe the patrol designated areas in line with instructions and approved policies and procedures.</li> <li>2. Describe the requirements of instructions and how to get clarification of any detail that are not clear</li> <li>3. Explain the importance of vigilance and of using local/site knowledge when patrolling</li> </ol> | <ol style="list-style-type: none"> <li>1. Identify the patrol designated areas in line with instructions and approved policies and procedures.</li> </ol>   | <p><b>Interactive lecture:</b><br/>Planning and preparations for patrolling</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Prepare a patrol plan for the security of the school premises.</li> <li>2. Group discussion on the principles and best practices security patrolling</li> </ol>                      |
|  | 3. Identify the limits of responsibility and authority of patrolling team | <ol style="list-style-type: none"> <li>1. Describe the duties and responsibility of private security personnel while patrolling</li> <li>2. Describe to report and record the position and progress in line with the instructions</li> </ol>  | <ol style="list-style-type: none"> <li>1. Identify equipment used when patrolling</li> <li>2. Identify access points and other places where people could enter the premises and how to secure them</li> <li>3. Identify the responsibilities and limits of authority of security personnel</li> <li>4. Demonstrate the</li> </ol> | <p><b>Interactive lecture:</b><br/>Responsibility and authority of patrolling team</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Ask student to conduct a patrol in the school and prepare a report of patrolling in a proper format</li> <li>2. Reading client specific standings orders regarding</li> </ol> |

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|  |   |   | <p>knowledge and skills to report and record faults, malfunctions or unacceptable performance in equipment</p> <p>5. Demonstrate the knowledge and skill to respond appropriately to any situation that increases the risk to security or safety of organisation</p> <p>6. Demonstrate the knowledge and skills to complete the required records accurately, legibly and within required timescales</p> | patrol and inspection duties  |
|  | 4. Deal with various types of crowd                       | 1. Demonstrate the knowledge of dealing with various types of crowd | 1. Demonstrate the ability to deal with breaches in security or safety in calm and confident manner   | <b>Interactive lecture:</b><br>Types of crowd<br><b>Activity:</b><br>Case based study                 |
|  | 5. Demonstrate the knowledge and ability to control crowd | 1. Describe the process of crowd control                            | 1. Demonstrate effective communication skills for dealing with crowd  | <b>Interactive lecture:</b><br>Crowd control process<br><b>Activity:</b><br>1. Case based problems to |

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|  |  |   |  | <p>understand how to control crowd in different situations</p> <p>2. Discussion on handling of particular situations, standing orders, change in schedules, grievances, handling difficult visitors, etc</p> <p>3. Role Play</p> |
|  | 6. Identify the behaviour and appropriate measures for controlling unruly crowds | <p>1. Describe the general behavior of unruly crowd</p> <p>2. Assess situation and alert supervisor/police/emergency service/24 hr control room</p> | <p>1. Identify the behavior and conduct of unruly crowd</p> <p>2. Respond quickly to situation along with other security personnel</p> | <p><b>Interactive lecture:</b></p> <p>Controlling unruly crowds</p> <p><b>Activity:</b></p> <p>Discuss problems and issues related to crowd control to understand control of unruly crowd</p>                                    |

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| <b>Unit Code:</b><br>SS405-NQ2013 | <b>Unit Title: Security through Surveillance and Protection Systems</b> |   |  |   |
|                                   | <b>Duration: 25 hours</b>   |   |  |   |
| <b>Location:</b>                  | <b>Learning Outcome</b>   | <b>Knowledge Evaluation</b>   | <b>Performance Evaluation</b>                                    | <b>Teaching and Training Method</b>                                     |
| <b>Classroom, Industry,</b>       | 1. Demonstrate the knowledge of visitor information recording           | 1. Describe the various elements of recording visitor's information | 1. Communicate effectively with visitor's to collect information | <p><b>Interactive lecture:</b></p> <p>Visitor Information Recording</p> |



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| Airport. |  |  | 2. Demonstrate the ability to enter the visitor's information  | <b>Activity:</b> <ol style="list-style-type: none"> <li>1. Visit a security organization and write a report on visitor management system its necessity and the standard operating procedures adopted</li> <li>2. Case based study</li> </ol>                     |
|          | 2. Demonstrate the knowledge to monitor visitor's through surveillance systems | <ol style="list-style-type: none"> <li>1. Describe the various elements of visitors management system</li> <li>2. Describe the various types of visitor's management system</li> <li>3. Describe the procedure of monitoring visitor's access</li> </ol> | <ol style="list-style-type: none"> <li>1. Identify the various elements visitors management system</li> <li>2. Enlist the features of various types of visitor's management system</li> <li>3. Complete forms by making checkboxes, making numerical entries, addresses, and text</li> <li>4. Demonstrate the</li> </ol> | <b>Interactive lecture:</b><br>Monitoring Visitors<br><b>Activity:</b> <ol style="list-style-type: none"> <li>1. Visit to a security organization and observe how to monitor visitors using surveillance and protection systems</li> <li>2. Role Play</li> </ol> |

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|  |  |   | use of word processing software  |  |
|  | 3. Managing the visitors' material   | <ol style="list-style-type: none"> <li>1. Describe how to check and park vehicle of visitor's</li> <li>2. Describe how to monitor departure of visitors and their material</li> <li>3. Describe how to differentiate accompanied or unaccompanied visitor's material</li> <li>4. Describe the detection and handling of prohibited or dangerous items</li> <li>5. Describe the procedure of luggage tracking</li> </ol> | <ol style="list-style-type: none"> <li>1. Demonstrate the ability to check vehicle of visitor's</li> <li>2. Demonstrate the ability to check for prohibited and dangerous items</li> <li>3. Demonstrate the use of word processing software in making entry in tables and preparing reports</li> </ol> | <p><b>Interactive lecture:</b></p> <p>Visitor's Material Management</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit areas with security, such as airport and observe how the security personnel check visitor's luggage, check prohibited materials</li> <li>2. Role Play</li> </ol> |
|  | 4. Demonstrate the knowledge of the use of security surveillance and protection system | <ol style="list-style-type: none"> <li>1. Describe the various actions and procedures to be followed in various situations for effective security surveillance and protection</li> </ol>  | <ol style="list-style-type: none"> <li>1. Demonstrate the ability to take appropriate action for implementing effective surveillance and protection system</li> </ol>  | <p><b>Interactive lecture:</b></p> <p>Security Surveillance and Protection Systems</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Visit to an organization or training institution to</li> </ol>  |

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|  |  |  |  | study the procedures adopted for surveillance |
|  |  |  |  | 2. Role Play                                  |

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| <b>Unit Code:</b><br>SS406-NQ2013  | <b>Unit Title: Responding to Security Incidents and Breaches</b> |  |   |   |
|  | <b>Duration: 10 hours</b>  |  |   |   |
| <b>Location:</b><br><br><b>Classroom,<br/>Industry,<br/>Organization</b> | <b>Learning Outcome</b>  | <b>Knowledge Evaluation</b>  | <b>Performance Evaluation</b>   | <b>Teaching and Training Method</b>   |
|  | 1. Handle security Incidents and services                        | 1. Differentiate between various types of incidents<br>2. Describe the factors causing incidents<br>3. Demonstrate the knowledge of handling fire related incidents<br>4. Demonstrate the knowledge of handling crime related incidents<br>5. Demonstrate the knowledge of first-aid related incidents | 1. Demonstrate the ability to tactfully and confidently handle security incidents | <b>Interactive lecture:</b><br><br>Incident Management,<br><br><b>Activity:</b><br>1. Visit a site of incident and prepare a report of the sequence of events. Analyze the situation and give your observation<br>2. Reading detailed descriptions and narrative account in incident reports<br>3. Reading description of events and actions taken by security personnel in incidents |
|  | 2. Deal with threat  | 1. Identify area of  | 1. Demonstrate how to   | <b>Interactive lecture:</b>   |

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|  | situations of suspected explosives, bombs and Improvised Explosive Device (IED) | activity that may be high risk to abnormal behavior<br>2. Describe how to report threat of suspected explosive/IED<br>3. Describe the various types of explosives | prepare a person for security screening<br>2. Conduct manual bag search for security screening<br>3. Conduct manual screening (pat down) of person | Explosives, Bombs and Improvised Explosive Device (IED)<br><br><b>Activity:</b><br>1. Visit to a security organization to learn about various types of Explosives, Bombs and Improvised Explosive Device (IED).<br>2. Case based study of incidents related to bomb explosion.<br>3. Demonstration of screening and searching people |
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| <b>Unit Code:</b><br>SS407-NQ2013                           | <b>Unit Title: Work Integrated Learning- L4</b>           |   |  |   |
|   | <b>Duration: 10 hours</b>                                 |   |  |   |
| <b>Location:</b><br>Classroom,<br>Industry,<br>Organization | <b>Learning Outcome</b>                                   | <b>Knowledge Evaluation</b>   | <b>Performance Evaluation</b>  | <b>Teaching and Training Method</b>   |
|   | 1. Demonstrate the knowledge of security survey and audit | 1. Describe the various aspects related to security survey<br>2. Describe the | 1. Demonstrate the ability to perform a security plan<br>2. Carry out crime risk assessment of | <b>Interactive lecture:</b><br>Security Survey<br><br><b>Activity:</b><br>1. Visit an institution |

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|  |  | importance and scope of security survey  | the school/home<br>3. Carry out fire risk assessment of the school/home   | (mall/hospitals/schools etc.) and prepare the security survey on the social environment, physical security and fire prevention arrangements<br>2. Case based study   |
|  | 2. Demonstrate the knowledge of customer relationship management | 1. Describe the meaning of CRM<br>2. Describe the benefits of CRM                                  | 1. Demonstrate the ability of dealing with customers courteously and satisfactorily   | <b>Interactive lecture:</b><br>Customer Relationship Management<br><b>Activity:</b><br>1. Group discussion on various aspects of CRMs<br>2. Role Play<br>a. Greeting customers<br>b. Dealing with difficult customers<br>3. Case based study |
|  | 3. Demonstrate gender and cultural sensitivity                   | 1. Describe the importance and need for being sensitive to cultural diversity and general equality | 1. Demonstrate the knowledge of the factors affecting cultural and gender sensitivity<br>2. Demonstrate the ability to identify the needs of other people and respond appropriate and in accordance with norms of the | <b>Interactive lecture:</b><br>Gender and Cultural Sensitivity<br><b>Activity:</b><br>1. Visit to security organization and observe how gender and cultural Sensitivity is maintaining in Security System<br>2. Case based study             |

|  |   |   |  |  |
|--|---|---|--|--|
|  |   |   | society and culture  |  |
|  | 2. Demonstrate the knowledge of Corporate Social Responsibility in security service | 1. Describe the meaning and importance of Corporate Social Responsibility<br>2. Describe the benefits to the company and the society accrued from CSR<br>3. Demonstrate the knowledge of companies involved in CSR<br>4. Distinguish between philanthropy and CSR | 1. Identify the various elements of Corporate Social Responsibility and relate them with the benefits to the society | <b>Interactive lecture:</b><br>Corporate Social Responsibility<br><b>Activity:</b><br>1. Write an assignment on corporate social responsibility in security system<br>2. List 10 major corporations and mention one of their CSR initiative<br>3. Write a short note on CSR initiatives of the corporation benefits to the society |

|  |  |  |  |   |
|--|--|--|--|---|
|  | 3. Demonstrate the ability to apply concepts of environment protection and conservation in security system | 1. Describe the key concepts of environment protection<br>2. Describe the key concepts of environment conservation<br>3. Describe the benefits of applying concepts of environment conservation in security system | 1. Demonstrate the ability to apply key concepts of environment protection and conservation in security system | <b>Interactive lecture:</b><br>Environment Protection (Going Green)<br><br><b>Activity:</b><br>1. Use local conditions in the vicinity of the school to bring about awareness on the importance of going green<br><br>2. Write 5 tips of implementing the concept of environment protection and conservation in security system<br><br>3. Organize a quiz on environment friendly practices |
|--|--|--|--|---|

### 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 judgement 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<br>(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 - Employability skills | 10                        | Teacher/Trainer           |
| <b>Total</b> |   | <b>100</b>                |                           |

# 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 |
|----------------------------|-------|---|-----------|-------------------|
| Communication              | 1.    | Questions appropriately                           |           |                   |
|                            | 2.    | Writes clearly and legibly                        |           |                   |
|                            | 3.    | Demonstrates good listening and responding skills |           |                   |
|                            | 4.    | Informs about the absence and reasons of absence  |           |                   |
| Responsibility             | 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                        |           |                   |
| Interpersonal relationship | 12.   | Displays friendly and cooperative attitude        |           |                   |
|                            | 13.   | Demonstrates tactfulness in difficult situations  |           |                   |
|                            | 14.   | Accepts constructive criticism                    |           |                   |
|                            | 15.   | Exhibits positive attitude                        |           |                   |
| Health and Safety          | 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 judgements objectively |  |  |
|                                  | 20. | Share ideas and thoughts with others         |  |  |

1. Competent = 0.5 marks

2. Not yet competent = 0

### List of 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.

1. Alarm Panels
2. Batons
3. Boots
4. CCTV Cameras
5. Specimen Challan
6. Clock
7. Digital Video Recorder
8. Dome Camera
9. Door Frame Metal Detector (DFMD)
10. Duty Uniform
11. Emergency Flood Lights
12. Emergency Warning Lights
13. Explosive Vapor Detector (EVD)

14. Fire Extinguishers
15. First Aid Equipment
16. First Aid Kit
17. Hand Held Metal Detector (HHMD)
18. Handcuffs
19. Infrared Ray based Camera
20. Key Boards
21. Notebook
22. Padlocks together with chains
23. Pan Tilt and Zoom (PTZ) Camera
24. Parking Signs
25. Pen
26. Public Address System
27. Rope
28. Safety helmets
29. Security Guard Belts
30. Smoke Detectors
31. Spare Batteries and Bulbs
32. Specimen Identity Card
33. Specimen Invoice
34. Telephone
35. Temporary Pass
36. Torch Light
37. Two Way Radios and Chargers
38. Under Chassis Inspection Mirror (UCIM)

#### **Registers/Report Books**

1. **Alarm Test Register** - to record all incidents where alarms have been tested on the premises. It includes date, time, name of the person carrying out the test and the results including any faults detected.
2. **Daily Occurrence/Incident Report/Guard Report Book**- dealing with the daily record of events such as the access and egress of people on the premises, traffic control, deliveries and collection and any incidents during the course of duty.
3. **Key Register** - for recording all keys in the custody of the security department.
4. **Lost and Found Register** - to record details of all reported property lost or found on the premises.
5. **Register of Personnel Passes** - to account for employees leaving the premises outside the normal starting or finishing times.
6. **Register for Scrap Passes** - to remove the material from the premises and details on the pass must include the signature of the authorizing person together with the type of material and if it has been purchased or given free.
7. **Search Register** - includes date, time, name and address of person searched
8. **Temporary Instruction File** - dealing with day-to-day changes or updating of instructions.
9. **Telephone Message Book**- to record messages and information received
10. **Tool and Equipment Loan Register** - used for recording the details of lending tools or equipment.
11. **Visitors Register** - to control non-employees entering or leaving the premises.
12. **Vehicle Register** - to record details of vehicles on the premises

### Teacher's Qualifications

Qualification, Competencies and other requirements for Vocational Teacher on Contractual Basis are as follows:

| S.No. | Qualification  | Minimum Competencies  | Age Limit  |
|-------|--|---|--|
| 1.    | <ul style="list-style-type: none"> <li>Graduate in any discipline</li> <li>In addition to above, Diploma in Security with one year experience in security <b>OR</b> "Certificate Course as Assistant Security Officer (ASO) conducted by Directorate General Resettlement or "Train the Trainer Course" conducted by Security Knowledge and Skill Development Council (SKSDC) with 2 years of experience in security</li> <li>Ex-servicemen will be preferred</li> <li><b>Ex-servicemen who have rendered at least 10 years of service in the Armed Forces are exempted from the 'experience' clause.</b></li> </ul> | <ul style="list-style-type: none"> <li>Effective communication skills (oral and written)</li> <li>Basic computing skills</li> <li>Technical competencies</li> </ul> | 18-37 years (as on Jan. 01 ( <u>year</u> ))<br><br>Age relaxation to be provided as per Govt. rules. |

### List of Contributors

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NSQF Level IV - Class XII

Name of Module: Automobile Service Technician

Module Overview:

Student should be able to know and understand use of service manual, Inspection and repairs of the fasteners, measuring equipments, suspension system Serviceability, replacement or repair of components, transmission System and auto electrical system in a vehicle.

Name and Code of Units

| Unit Code   | Unit Title   | Periods |
|-------------|--|---------|
| AUTO-L4-01  | Service Manual   | 10      |
| AUTO-L4-02  | Inspection and Repairs of the Fasteners                    | 10      |
| AUTO-L4-03  | Measuring Equipments                                       | 30      |
| AUTO-L4-04  | Suspension system  | 40      |
| AUTO-L4-05  | Serviceability, replacement or repair of engine components | 90      |
| AUTO-L4-06  | Transmission system  | 30      |
| AUTO- L4-07 | Auto Electrical System                                     | 90      |
|             | On the Job training  | 50      |
|             | Total  | 350     |

AUTO-L4-01

Service Manual

List of Elements of unit AUTO-L4-01

| Element Code  | Element                   | Period |
|---------------|---------------------------|--------|
| AUTO-L4-01-E1 | Reading of service manual | 10     |
|               | Total                     | 10     |



Detail of Elements in Unit AUTO-L4-01  
Service Manual

|                          |   |  |
|--------------------------|---|--|
| UNIT CODE                | AUTO-L4-01  |  |
| DURATION                 | 10 periods  |  |
| UNIT OVERVIEW            | Student will be able to understand about uses of service manual |  |
| ELEMENT<br>AUTO-L4-01-E1 | Performance Criteria  | Knowledge Criteria                     |
| Reading of manual        | Able to understand and read service manual                      | Service manual and its use in workshop |

List of Elements of Unit AUTO-L4-02  
Inspection and Repairs of the Fasteners

| Element Code  | Element   | Period |
|---------------|---|--------|
| AUTO-L4-02-E1 | Identification of fasteners used in a vehicle                 | 05     |
| AUTO-L4-02-E2 | Various procedure used for removal of fasteners from the unit | 05     |
|               | Total   | 10     |

Detail of Elements of unit AUTO-L4-02

|  |  |   |
|--|--|---|
| UNIT CODE  | AUTO-L4-02   |   |
| DURATION   | 10 periods   |   |
| UNIT OVERVIEW  | Student will be able to Identify different type of fasteners used in a vehicle |   |
| Element Code<br>AUTO-L4-02-E1                                | Performance Criteria   | Knowledge Criteria  |
| Identification of fasteners in a vehicle                     | Able to identify various fasteners used in a vehicle.                          | Fasteners and their type and uses                                 |
| Element Code<br>AUTO-L4-02-E2                                | Performance Criteria   | Knowledge Criteria  |
| Various procedure used for removal of fasteners in a vehicle | Able to handle rusty, broken, spoiled threaded fasteners                       | Various procedure used for removal of fasteners in a vehicle      |
|  | Able to use special tools for removal of defected/ affected fasteners          | Various special tools for handling of fasteners                   |
|  | Able to select appropriate fasteners and tightening at appropriate torque.     | Importance of specified torque values for tightening the fastener |

**List of Elements of unit AUTO-L4-03**  
**Measuring Equipments**

| Element Code  | Element   | Period    |
|---------------|---|-----------|
| AUTO-L4-03-E1 | Handling and Use of dial gauge, telescopic gauge and bore gauge | 6         |
| AUTO-L4-03-E2 | Handling and Use of Vernier caliper and tyre depth gauge        | 6         |
| AUTO-L4-03-E3 | Handling and Use of micrometer                                  | 6         |
| AUTO-L4-03-E4 | Handling and Use of hydrometer and bevel gauge                  | 2         |
| AUTO-L4-03-E5 | Handling and Use of torque wrench and filler gauge              | 4         |
| AUTO-L4-03-E6 | Usage of various gauges in a dash board in vehicle              | 6         |
|               | <b>Total</b>  | <b>30</b> |

**Measuring Equipments**  
**Detail of Elements of unit AUTO-L4-03**

|   |  |   |
|---|--|---|
| <b>UNIT CODE</b>  | <b>AUTO-L4-03</b>  |   |
| <b>DURATION</b>   | 30 periods   |   |
| <b>UNIT OVERVIEW</b>  | Student will be able to understand and handle various measuring equipment and their uses |   |
| <b>Element Code<br/>AUTO-L4-03-E1</b>                           | <b>Performance Criteria</b>  | <b>Knowledge Criteria</b>   |
| Handling and Use of dial gauge, telescopic gauge and bore gauge | Able to set and use the dial gauge, telescopic gauge                                     | Dial gauge, telescopic gauge and bore gauge and their least count |
|   | Able to set and handle the bore gauge  |   |
| <b>Element Code<br/>AUTO-L4-03-E2</b>                           | <b>Performance Criteria</b>  | <b>Knowledge Criteria</b>   |
| Handling and Use of Vernier caliper and tyre depth gauge        | Handling and Use of Vernier caliper and tyre depth gauge                                 | Vernier caliper and tyre depth gauge                              |
| <b>Element Code<br/>AUTO-L4-03-E3</b>                           | <b>Performance Criteria</b>  | <b>Knowledge Criteria</b>   |
| Handling and Use of micrometer                                  | Setting and uses of micrometer   | Micrometer  |

| Element Code<br>AUTO-L4-03-E4                      | Performance Criteria  | Knowledge Criteria                    |
|--|---|---------------------------------------|
| Handling and Use of hydrometer and bevel gauge     | Handling and Use of hydrometer and bevel gauge                                    | Hydrometer and bevel gauge            |
| Element Code<br>AUTO-L4-03-E5                      | Performance Criteria  | Knowledge Criteria                    |
| Handling and Use of torque wrench and filler gauge | Handling and Use of torque wrench and filler gauge                                | Torque wrench and filler gauge        |
| Element Code<br>AUTO-L4-03-E6                      | Performance Criteria  | Knowledge Criteria                    |
| Usage of various gauges in a vehicle               | Identification of various symbolic (gauges) information on dashboard in a vehicle | Dashboard and indicators in a vehicle |

**List of Elements of Unit AUTO-L4-04**  
**Suspension System**

| Element Code  | Suspension System   | Period    |
|---------------|---|-----------|
| AUTO-L4-04-E1 | Maintenance of suspension system  | 05        |
| AUTO-L4-04-E2 | Service and replacement of leafs, cambering of leaf springs, shackle, shackle pin and centre bolt | 10        |
| AUTO-L4-04-E3 | Replacement of strut/shock absorbers, inspection of steering linkages                             | 05        |
| AUTO-L4-04-E4 | Manual and Power steering systems, Air suspension system  | 10        |
| AUTO-L4-04-E5 | Steering system adjustments   | 10        |
|               | <b>Total</b>  | <b>40</b> |

**Detail of Elements in Unit AUTO-L4-04**  
**Suspension System**

|                                  |   |                           |
|----------------------------------|---|---------------------------|
| <b>UNIT CODE</b>                 | <b>AUTO-L4-04</b>   |                           |
| <b>DURATION</b>                  | 40 Period   |                           |
| <b>UNIT OVERVIEW</b>             | Student will be able to test working of suspension system |                           |
| <b>ELEMENT<br/>AUTO-L4-04-E1</b> | <b>Performance Criteria</b>                               | <b>Knowledge Criteria</b> |

|   |   |   |
|---|---|---|
| Maintenance of suspension system  | Able to inspect and identify the faulty suspension system,                    | Suspension system in a vehicle with introductory air suspension |
|   | Able to carry out the maintenance   |   |
| <b>ELEMENT<br/>AUTO-L4-04-E2</b>  | <b>Performance Criteria</b>   | <b>Knowledge Criteria</b>                                       |
| Service and replacement of leafs, cambering of leaf springs, shackle, shackle pin and centre bolt | Able to trace trouble in suspension system                                    | Cambering of leaf springs, shackle, shackle pin and centre bolt |
|   | Replace the defective components of suspension system                         |   |
| <b>Element Code<br/>AUTO-L4-04-E3</b>   | <b>Performance Criteria</b>   | <b>Knowledge Criteria</b>                                       |
| Replacement of strut/shock absorbers, inspection of steering linkages                             | Able to trace and test working of strut, shock, absorber and steering linkage | Strut/shock absorbers, steering linkages                        |
|   | Replace the defective components  |   |
| <b>Element Code<br/>AUTO-L4-04-E4</b>   | <b>Performance Criteria</b>   | <b>Knowledge Criteria</b>                                       |
| Manual and Power steering systems, air suspension system  | Able to check working of the manual steering system                           | Manual steering systems   |
|   | Able to check working of power steering system                                | Power steering systems  |
|   | Able to check and handle power steering system with EPS and Hydraulic         | Power steering system with EPS and Hydraulic                    |
| <b>Element Code<br/>AUTO-L4-04-E5</b>   | <b>Performance Criteria</b>   | <b>Knowledge Criteria</b>                                       |
| Steering system adjustments   | Able to do wheel balancing  | Wheel balancing   |
|   | Able to do wheel alignment  | Wheel alignment   |
|   | Able to check steering adjustment   | Steering adjustment   |

**List of Elements of Unit AUTO-L4-05**  
**Serviceability, replacement or repair of engine components**

| Element Code  | Elements   | Periods |
|---------------|--|---------|
| AUTO-L4-05-E1 | Reconditioning of valve mechanism                                | 10      |
| AUTO-L4-05-E2 | Inspection and replacement of piston rings                       | 15      |
| AUTO-L4-05-E3 | Inspection and replacement of connecting rod and engine bearing  | 20      |
| AUTO-L4-05-E4 | Testing of cooling system and replacement of defective component | 10      |

|               |                                     |    |
|---------------|-------------------------------------|----|
| AUTO-L4-05-E5 | Regular servicing of MPFI system    | 15 |
| AUTO-L4-05-E6 | Servicing of CRDI / non CRDI system | 20 |
|               | Total                               | 90 |

**Detail of Elements in Unit AUTO-L4-05**  
**Serviceability, replacement or repair of engine components**

|  |   |   |
|--|---|---|
| UNIT CODE  | AUTO-L4-05  |   |
| DURATION   | 90 period   |   |
| UNIT OVERVIEW  | Student will be able to do test and replace/repair of components in a auto engine |   |
| ELEMENT<br>AUTO-L4-05-E1   | Performance Criteria  | Knowledge Criteria  |
| Reconditioning of valve  | Ability to test for leakage from the valve mechanism                              | Valve mechanism, reasons for leakage  |
|  | Ability to reface valve, cut the valve seat, valve lapping operations             | Importance of reface valve, cutting of the valve seat, and valve lapping operations |
|  | Able to inspect valve spring, valve seat and valve guide                          | Use of valve spring, valve seat and valve guide                                     |
| ELEMENT<br>AUTO-L4-05-E2   | Performance Criteria  | Knowledge Criteria  |
| Replacement of piston rings                                      | Able to inspect and replace piston ring   | Piston ring and gapes with piston clearance in cylinder bore                        |
|  | Able to inspect piston clearance in cylinder bore                                 |   |
| ELEMENT<br>AUTO-L4-05-E3   | Performance Criteria  | Knowledge Criteria  |
| Replacement of sleeves, connecting rod and engine bearing        | Able to inspect and do replacement of connecting rod                              | Connecting rod  |
|  | Able to inspect and do replacement of engine bearings with appropriate clearance  | Engine bearing  |
| ELEMENT<br>AUTO-L4-05-E4   | Performance Criteria  | Knowledge Criteria  |
| Testing of cooling system and replacement of defective component | Able to locate faults in the cooling system                                       | Cooling System functions  |
|  | Able to replace defective component in the cooling system                         |   |

| ELEMENT<br>AUTO-L4-05-E5           | Performance Criteria   | Knowledge Criteria                             |
|------------------------------------|--|--|
| Regular servicing of MPFI system   | Able to trace and inspect the components of MPFI systems with fuel and air intake            | Importance, advantages and use of MPFI         |
|                                    | Able to trace for the loose connection   | Loose connection and reasons                   |
|                                    | Able to replace faulty nozzle, sensors   | Nozzel pressure                                |
|                                    | Able to service throttle body  | Throttle chamber                               |
| ELEMENT<br>AUTO-L4-05-E6           | Performance Criteria   | Knowledge Criteria                             |
| Servicing of CRDI/ non CRDI system | Able to trace connection and inspect the components of CRDI systems with fuel and air intake | Importance and use of CRDI                     |
|                                    | Able to inspect loose connection   | Reasons for loose connection and rectification |
|                                    | Able to replace faulty nozzle, sensors   | Faulty nozzle, sensors                         |
|                                    | Able to service turbo charger  | Turbo charger                                  |

List of Element of Unit AUTO-L4-06  
Transmission System

| Element Code  | Element   | Period |
|---------------|---|--------|
| AUTO-L4-06-E1 | Overhauling of clutch   | 10     |
| AUTO-L4-06-E2 | Servicing of propeller/drive shaft, universal and slip joints | 05     |
| AUTO-L4-06-E3 | Servicing of differential unit and adjustments                | 10     |
| AUTO-L4-06-E4 | Introduction to automatic transmission system                 | 05     |
|               | Total   | 30     |

Detail of Elements in Unit AUTO-L4-06  
Transmission System

|                          |  |                    |
|--------------------------|--|--------------------|
| UNIT CODE                | AUTO-L4-06   |                    |
| DURATION                 | 60 periods   |                    |
| UNIT OVERVIEW            | Student will be able to understand proper working of transmission system |                    |
| ELEMENT<br>AUTO-L4-06-E1 | Performance Criteria   | Knowledge Criteria |
| Overhauling of clutch    | Able to do adjustment in Clutch  | Clutch adjustment  |



|   |  |  |
|---|--|--|
|   | Able to overhaul clutch assembly used in vehicle and inspection of components    | and overhaul procedure                                   |
| <b>ELEMENT<br/>AUTO-L4-06-E2</b>                        | <b>Performance Criteria</b>  | <b>Knowledge Criteria</b>                                |
| Servicing of propeller shaft, universal and slip joints | Able to do servicing/ overhauling of propeller shaft, universal and slip joints  | Importance of propeller shaft, universal and slip joints |
| <b>ELEMENT<br/>AUTO-L4-06-E3</b>                        | <b>Performance Criteria</b>  | <b>Knowledge Criteria</b>                                |
| Servicing of differential unit and adjustments          | Able to do servicing and adjustment of differential unit                         | Differential unit and its adjustment                     |
| <b>ELEMENT<br/>AUTO-L4-06-E4</b>                        | <b>Performance Criteria</b>  | <b>Knowledge Criteria</b>                                |
| Introduction to automatic transmission system,          | Identify and understand automatic transmission system used in power transmission | Introduction to automatic power transmission             |

**List of Elements of Unit AUTO-L4-07**  
**Auto Electrical**

| <b>Element Code</b> | <b>Auto electrical</b>   | <b>Period</b> |
|---------------------|--|---------------|
| AUTO-L4-07-E1       | Reading of electrical symbol, circuit diagrams, colour codes and specification of cables and wiring hardness | 05            |
| AUTO-L4-07-E2       | Multi meter, Timing light (stroboscope) and oscilloscope and its application                                 | 15            |
| AUTO-L4-07-E3       | Battery and its maintenance  | 10            |
| AUTO-L4-07-E4       | Circuit diagram for battery charging   | 05            |
| AUTO-L4-07-E5       | Checking of electrical connections and lights in a vehicle   | 10            |
| AUTO-L4-07-E6       | Lighting system, application and replacement of fuses  | 10            |
| AUTO-L4-07-E7       | Horn assembly, electrical fuel gauge and fuel pump their application and maintenance                         | 05            |
| AUTO-L4-07-E8       | Circuit diagram for starter circuit  | 05            |
| AUTO-L4-07-E9       | Circuit diagram for ignition circuit   | 15            |
| AUTO-L4-07-E10      | Servicing of wiper system  | 05            |
| AUTO-L4-07-E11      | Introduction of HVAC System in a vehicle   | 05            |
|                     | <b>Total</b>   | <b>90</b>     |

**Detail of Elements in Unit AUTO-L4-07**  
**Auto Electrical**

|  |   |  |
|--|---|--|
| <b>UNIT CODE</b>   | <b>AUTO-L4-07</b>   |  |
| <b>DURATION</b>  | 40 Periods  |  |
| <b>UNIT OVERVIEW</b>   | Student will be able to understand about auto electrical application in a vehicle                               |  |
| <b>ELEMENT<br/>AUTO-L4-07-E1</b>   | <b>Performance Criteria</b>   | <b>Knowledge Criteria</b>                    |
| Reading of electrical symbol, circuit diagrams, colour codes and specification of cables and wiring hardness | Able to read electrical symbol and circuit diagram, colour code and specification of cables and wiring hardness | Use of electrical symbol and circuit diagram |
| <b>ELEMENT<br/>AUTO-L4-07-E2</b>   | <b>Performance Criteria</b>   | <b>Knowledge Criteria</b>                    |
| Multi meter, Timing light (stroboscope) and oscilloscope and its application                                 | Able to use multi meter, timing light (stroboscope) and oscilloscope for resistance, amperage and voltage       | Multi meter and Oscilloscope and its uses    |
| <b>ELEMENT<br/>AUTO-L4-07-E3</b>   | <b>Performance Criteria</b>   | <b>Knowledge Criteria</b>                    |
| Battery and its maintenance  | Able to do regular maintenance of the battery importance of earthing  | Battery and its maintenance                  |
|  | Able to do topping Up of battery electrolyte  |  |
|  | Able to do replacement of positive / negative battery cable   |  |
| <b>ELEMENT<br/>AUTO-L4-07-E4</b>   | <b>Performance Criteria</b>   | <b>Knowledge Criteria</b>                    |
| Checking of electrical connections and lights in a vehicle   | Able to check electrical connection, test and replace of head Light / indicator/ brake Bulbs                    | Electrical connection, lights and their uses |
| <b>ELEMENT<br/>AUTO-L4-07-E5</b>   | <b>Performance Criteria</b>   | <b>Knowledge Criteria</b>                    |
| Lighting system, application and replacement of fuses  | Able to do replacement of fuses and do continuity test  | Fuse Amperage                                |



| <b>ELEMENT<br/>AUTO-L4-07-E6</b>   | <b>Performance Criteria</b>  | <b>Knowledge Criteria</b>                                       |
|--|--|---|
| Horn assembly, electrical fuel gauge and fuel pump their application and maintenance | Able to do replacement of Horn assembly, electrical fuel gauge and fuel pump their application and maintenance | Horn assembly, electrical fuel gauge and fuel pump              |
| <b>ELEMENT<br/>AUTO-L4-07-E7</b>   | <b>Performance Criteria</b>  | <b>Knowledge Criteria</b>                                       |
| Circuit diagram for battery charging   | Able to draw and check the circuit for battery charging system with alternator                                 | Battery charging system   |
| <b>ELEMENT<br/>AUTO-L4-07-E8</b>   | <b>Performance Criteria</b>  | <b>Knowledge Criteria</b>                                       |
| Starter Circuit  | Able to draw and check self starter circuit and its component  | Self starter circuit diagram and its components                 |
| <b>ELEMENT<br/>AUTO-L4-07-E9</b>   | <b>Performance Criteria</b>  | <b>Knowledge Criteria</b>                                       |
| Circuit diagram for ignition circuit   | Able to draw and check circuit diagram for ignition system   | Circuit diagram for ignition system and components              |
| <b>ELEMENT<br/>AUTO-L4-07-E10</b>  | <b>Performance Criteria</b>  | <b>Knowledge Criteria</b>                                       |
| Servicing of wiper system  | Able to carry out the servicing of the wiper system  | Wiper and its servicing method                                  |
| <b>ELEMENT<br/>AUTO-L4-07-E11</b>  | <b>Performance Criteria</b>  | <b>Knowledge Criteria</b>                                       |
| Introduction of HVAC System in a vehicle   | Identify the components of HVAC system in  | Heater Ventilator Air Condition system in a Vehicle and its use |

#### 8. List of reference books and Instructional material

|                                      |              |                        |
|--------------------------------------|--------------|------------------------|
| Automobile Engineering, Vol 1 and II | Kirpal Singh | Standard Publishers    |
| Text Book of Automobile Engineering  | R. K. Rajput | Laxmi Publications     |
| Automobile Engineering               | R. K. Singal | S. K. Kataria and Sons |
| Automobile Engineering Theory        | Kapil Dev    | Computech Publications |
| Automobile Engineering,              | K. M. Moeed  | S. K. Kataria and Sons |

## **9. List of tools, equipment and materials**

1. Two Post lift
2. Air compressor
3. Wheel balancer
4. Bench vice
5. Work tables
6. Bench grinder
7. Oil draining & filling equipment
8. Cooling system tester
9. Multi meter
10. Hydro meter
11. BC clamp meter
12. Coolant tester
13. Battery & charging system tester (Megatronics)
14. Diagnostic tool (genesis Evo)
15. Hand tools
16. Pneumatic tools
17. Torque wrenches
18. Car seat covers
19. Steering covers
20. Gear Knob covers
21. Fender covers/kits
22. Floor mats
23. Cotton gloves
24. Hard toed boots
25. Sun glasses (3 m)
26. Bump caps
27. Air tester filter machine
28. Hydraulic press
29. Hydraulic jacks
30. Vehicle safety stands
31. Parts washing station car
32. Pullers
33. Sliding hammer
34. Wheel aligner
35. Head Light Focusing
36. A/c Machine (124 Robin air)
37. General Hand Tools
38. A/c Leakage Tester
39. Old car

## 10. Teacher's qualifications

Diploma in automobile/mechanical engineering with 3 year experience

Or

Degree in automobile/mechanical engineering with two year experience

## 11. List of contributors

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Working as Professor & Head, of Department of Engineering and Technology PSS Central Institute of Vocational Education Bhopal. He has more than 25 years experience in curriculum development, instructional material development and teacher training in Automobile Engineering, Mechanical Engineering, Civil Engineering and Information Technology. For further detail of the curriculum please contact E-mail: saurabhp60 @gmail.com



## PSS Central Institute of Vocational Education

(a constituent unit of NCERT, an autonomous organization under Ministry of Human Resource Development, Government of India)

Shyamla Hills, Bhopal

## COMPETENCY BASED CURRICULUM FOR NSQF LEVEL 4 (CLASS 12)

Sector: IT/ITES, Job Role: IT SERVICE DESK ATTENDANT

### Objectives:

Upon completion of this course, students will be able to:

- Get familiar with the Computer System Fundamentals and Computer Organization
- Learn basic principles of using operating system Windows and Linux
- Access the Internet to search information
- Learn use e-mail for sending and receiving mails
- Learn basic word processing, spreadsheet and presentation skills with LibreOffice

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

| Sn | Unit Code  | Unit Title                      | Theory     | Practical  | Total      |
|----|------------|---------------------------------|------------|------------|------------|
| 1  | IT-SDA-401 | Functional English (Advanced)   | 30         | 10         | 40         |
| 2  | IT-SDA-402 | Word Processing (Advanced)      | 20         | 20         | 40         |
| 3  | IT-SDA-403 | Spreadsheet (Advanced)          | 20         | 20         | 40         |
| 4  | IT-SDA-404 | Digital Presentation (Advanced) | 20         | 20         | 40         |
| 5  | IT-SDA-405 | Email Messaging                 | 20         | 20         | 40         |
| 6  | IT-SDA-406 | Web Designing                   | 30         | 30         | 60         |
| 7  | IT-SDA-407 | Project/ OJT                    | 0          | 40         | 40         |
|    |            | <b>Total Hours</b>              | <b>140</b> | <b>160</b> | <b>300</b> |

### RELEVANT SKILLS (Generic)

- Reading skill
- Writing skill
- Communication skill
- Language skill
- Behavioral skill
- Observation
- Listing skill
- Analytical skill
- Presence of mind
- Helping
- Decision making
- Arranging
- Processing
- Presence of mind

**Teaching and Training Methods:** Theory with Demonstration and Practical Hands on  
**Location for Training:** Classroom and Practical Laboratory

|                              |   |
|------------------------------|---|
| <b>UNIT CODE &amp; TITLE</b> | <b>IT-SDA-401: Functional English (More Advanced)</b>   |
| <b>UNIT DESCRIPTOR</b>       | This unit covers the more advanced features of functional English, which is required in the IT/ IteS work environment in IT to communicate with clients and customers. It develops the skills for reading, writing and communication fluently in English. |
| <b>DURATION</b>              | 40 Hours (Theory and Demonstration: 30 Hours, Practical Hands on: 10 Hours)   |

| <b>Sn</b> | <b>LEARNING OUTCOME</b>                              | <b>PERFORMANCE CRITERIA</b>  | <b>RELEVANT KNOWLEDGE</b>  |
|-----------|--|--|--|
| 1         | Perform the job of a customer service representative | Describe the role of customer service representative<br><br>Describe the skills required to perform the job of customer service representative | Duties of customer service representative<br><br>Skills required to perform the job of customer service representative |
| 2         | Describe your job                                    | Explain how to describe your job<br><br>Use connectors and conjunctions  | How to describe your job<br><br>Connectors and conjunctions  |
| 3         | Write a leave application                            | Explain how to write a leave applications<br><br>Study the samples of leave applications   | Format for writing leave application<br><br>Examples of leave application  |
| 4         | Being a good team player                             | Describe the qualities of good team player<br><br>Perform the role of good team player in various situations                                   | Qualities of good team player<br><br>Role of good team player in various situations                                    |
| 5         | Describe about one's company                         | Read the company profile<br><br>Frame the sentences to describe your company   | Company profile<br><br>Pronouns used to describe your company  |
| 6         | Introduce with Information Technology                | Describe Information Technology<br><br>Describe the use of IT in various areas<br><br>List out IT tools and softwares                          | Definition of Information Technology<br><br>Application of IT in various areas<br><br>IT tools, hardware and software  |
| 7         | Introduce with ITES Industry                         | Explain the meaning of ITES industry<br><br>List out the various types of ITES industry<br><br>Describe the work of various of ITES industry   | ITES industry and its meaning<br><br>Types of ITES industry<br><br>Work of various of ITES industry                    |
| 8         | Communicate effectively                              | List out various communication media<br><br>Frame the sentence for effective communication<br><br>Communicate using various media              | Communication media<br><br>Effective communication<br><br>Communication skills of various media                        |



|    |   |   |  |
|----|---|---|--|
| 9  | Open and close a customer service call    | Describe how to open and close a customer service call<br><br>Frame the conversation to open a service call<br><br>Frame the conversation to close a service call                     | Procedure to open and close a customer service call<br><br>Types of conversation to open and close a service call<br><br>Conversation to open and close a service call |
| 10 | Introduce with paraphrasing               | Explain the term paraphrasing<br>Paraphrase the original sentences<br>Identify the active and passive voice   | Paraphrasing<br>Paraphrasing the sentences<br>Active and passive voice   |
| 11 | Verify the information                    | Explain the term "Verifying information"<br><br>Read and interpret the verification process   | Meaning of Verification of information<br><br>Examples of verification process   |
| 12 | Give direction to customer telephonically | Give proper direction to customer on various issues   | Tips and directions on various issues  |
| 13 | Customer handling                         | Identify customer's temperament<br>Behave with customer as per desire<br>Describe the tips to handle various types of customers   | Customer temperament and choices<br>Various types of customers<br>Tips to handle various types of customers  |
| 14 | Handle customer queries                   | Explain the process to handle customer queries<br><br>Analyse the expected customer queries<br><br>Provide the instance solution to customer queries and clarify the customer queries | Tips to handle customer queries<br><br>Expected customer queries and possible solutions to the queries<br><br>Clarification of customer queries                        |
| 15 | Follow call flow                          | Explain the meaning of call flow<br><br>Explain the various terms in call flow plan<br><br>Read and interpret the call flow chart   | Meaning of call flow<br><br>Various terms in call flow plan<br>Call flow chart   |
| 16 | Give and receive feedback                 | Explain the meaning and process of giving and receiving feedback  | Guidelines for giving feedback<br>Guidelines for receiving feedback  |
| 17 | Communication Skills                      | Describe the communication skills and its importance<br><br>Describe the various elements of communication process<br><br>Describe the communication process                          | Importance of communication skills<br>Elements of communication process<br>Communication process<br>Types of communications  |

|    |                            |   |  |
|----|----------------------------|---|--|
|    |                            | Communicate with colleagues in workplace  | Verbal and non verbal communication<br>Communications in workplace   |
| 18 | Effective Listening Skills | Describe the effective listening skills<br>Describe active listening<br>Check your listening skills by performing an experiment to listen from others | Meaning of effective listening skills<br>Meaning of active listening<br>Experiments to check listening skills                  |
| 19 | Non-Verbal Communication   | Describe non-verbal communication<br>List and explain the types of non-verbal communication<br>Practice the non-verbal communication                  | Meaning of non-verbal communication<br>Types of non-verbal communication<br>How to communicate using body language and gesture |
| 20 | Workplace Communication    | Describe the meaning and features of workplace communications<br>Communicate properly at workplace  | Meaning and features of workplace communications<br>How to communicate properly at workplace                                   |
| 21 | Interview Skills           | Explain interview skills<br>List out typical interview questions and practice to answer it  | Interview skills<br>Typical interview questions  |

|                              |  |
|------------------------------|--|
| <b>UNIT CODE &amp; TITLE</b> | <b>IT-SDA-402: Word Processing (More Advanced)</b>   |
| <b>UNIT DESCRIPTOR</b>       | This unit covers the more advanced features of word processing which is required by expert office assistant. It develops the skills in using advanced features of word processing. |
| <b>DURATION</b>              | 40 Hours (Theory and Demonstration: 20 Hours, Practical Hands on: 20 Hours)  |

| <b>Sn</b> | <b>LEARNING OUTCOME</b>                    | <b>PERFORMANCE CRITERIA</b>  | <b>RELEVANT KNOWLEDGE</b>  |
|-----------|--|--|--|
| 1         | Create own document templates and use them | Create a template in a document, save it with name, open & modify it<br>Create the template from other template  | What is template<br>Procedure to create, save open modify a template in a document   |
| 2         | Create and print envelopes                 | Insert envelop using envelop dialogue box in a document<br>Save the document with envelop<br>Modify, format and print the envelop by available options | What is envelop<br>Procedure to insert envelop in a document, saving the document with envelop<br>Modifying and formatting envelop<br>Printing the envelop by print option |
| 3         | Create and print labels                    | Create label, format label, print label  | What is labels   |

| Sn | LEARNING OUTCOME   | PERFORMANCE CRITERIA  | RELEVANT KNOWLEDGE   |
|----|--|---|--|
|    |  | using available option  | Procedure to create labels with different fields<br>procedure to print the label   |
| 4  | Use mail merge feature in word processing                        | Open a document, create a contact list, create a new document and enter text matter<br><br>Generate and print the letters to the addresses in the contact list using mail merge feature | What is mail merge<br><br>requirement for mail merge<br><br>procedure to create and print the letter to different addresses using mail merge feature |
| 5  | Create and use macros to automate tasks                          | Create the macros using the available options<br><br>use the created macros by using available option   | What is macros<br><br>procedure to create macros to automate the task<br><br>procedure to use macros   |
| 6  | Link word documents to data stored in spreadsheets               | Create the data record in the spreadsheets<br><br>Create the new document and link the spreadsheet data with the document using available options                                       | Procedure to link the data stored in the spreadsheets  |
| 7  | Send a document outline to a presentation                        | Create a presentation from a document using available options   | Procedure to create a presentation from a document   |
| 8  | Prepare a document for review                                    | Create a document with some text enable the tracking and correct the document in review mode  | What is reviewing a document<br><br>procedure to review a document   |
| 9  | Track changes, review changes and include comments in a document | Insert comments, delete comments, review changes, use filters and modify mark of appearance using available option  | Procedure to track changes review changes in a document  |
| 10 | Compare and Merge document                                       | Create the two documents compare and merge them using available option  | Procedure to compare and merge the document  |

| UNIT CODE & TITLE |                           | IT-SDA-403: Spreadsheet (More Advanced)  |  |
|-------------------|---------------------------|--|--|
| UNIT DESCRIPTOR   |                           | This unit covers the more advanced features of spreadsheet which is required by expert office assistant. It develops the skills in using advanced features of spreadsheet. |  |
| DURATION          |                           | 40 Hours (Theory and Demonstration: 20 Hours, Practical Hands on: 20 Hours)  |  |
| Sn                | LEARNING OUTCOME          | PERFORMANCE CRITERIA   | RELEVANT KNOWLEDGE   |
| 1                 | Create and use hyperlinks | Create a spreadsheet assign the website address and hyper-link the   | Procedure to create a hyper-link to a website from spreadsheet, create |



| Sn | LEARNING OUTCOME                                 | PERFORMANCE CRITERIA   | RELEVANT KNOWLEDGE   |
|----|--|--|--|
|    |  | website to the spreadsheet<br>create custom hyper-link<br>link data from another workbook  | hyper-link to the existing, new document, create custom hyper-link<br>procedure to link data from another workbook |
| 2  | Analyze data using pivot tables and pivot charts | Create a spreadsheet with sample data<br>Create the pivot table from the spreadsheet data using available options  | Explain the purpose of Pivot Table<br>Explain the procedure to create pivot table from a sample data               |
| 3  | Create and use pivot charts                      | Create a spreadsheet with sample data with 4-5 fields and 4-5 records<br>Create a pivot chart from the spreadsheet data  | What is pivot chart<br>Procedure to create pivot chart from the spreadsheet data<br>How to use pivot chart         |
| 4  | Use slicers to analyze data                      | Create pivot table and apply slicer to analyse data using the available options  | Explain the purpose of Filter Slicers.<br>Explain the procedure to apply slicers to a sample data                  |
| 6  | Protect spreadsheet and add comments to cells    | Create a spreadsheet, enter data to it<br>Protect the cells that do not require editing<br>Try to change the data in the protected cells and verify that data do not gets changed<br>Protect the spreadsheet by a password and verify that it does not open without password     | What is protecting a spreadsheet,<br>Explain the procedure to protect a spreadsheet or a specific cell by password |
| 7  | Merge workbooks                                  | Create a spreadsheet with some fields, copy it to another sheet<br>Fill up the 2 data records in the first sheet and 3 data records in the second sheet, Merge these two sheets with and verify that the merged sheet contains all the 5 data record from first and second sheet | What is merging of workbook,<br>Explain the procedure to merge workbooks   |
| 8  | Use digital signature in a spreadsheet           | Acquire the digital signature from the provider of digital certificates, install it,<br>Create a spreadsheet and assign the digital signature to it by available options   | Concept of digital signature<br>Procedure to apply digital signature to a spreadsheet                              |

| Sn | LEARNING OUTCOME               | PERFORMANCE CRITERIA   | RELEVANT KNOWLEDGE  |
|----|--------------------------------|--|---|
| 9  | Restrict access to spreadsheet | Create the spreadsheet and restrict the print access to others   | Procedure to protect spreadsheet from being copied or printed when exporting as PDF |
| 10 | Share a workbook               | Create a spreadsheet and assign the option to share it,<br><br>Allow to change the data in the spreadsheet by others and verify the result | Procedure to share a workbook   |

| UNIT CODE & TITLE | IT-SDA-404: Digital Presentation (More Advanced)   |
|-------------------|--|
| UNIT DESCRIPTOR   | This unit covers the more advanced features of digital presentation which is required by expert office assistant. It develops the skills in using advanced features of digital presentation. |
| DURATION          | 40 Hours (Theory and Demonstration: 20 Hours, Practical Hands on: 20 Hours)  |

| Sn | LEARNING OUTCOME                             | PERFORMANCE CRITERIA   | RELEVANT KNOWLEDGE  |
|----|--|--|---|
| 1  | Use SmartArt graphics in presentation        | Create a presentation and use appropriate smartArt graphics to illustrate the step by step process   | What is smartArt graphics, how to use it in presentation  |
| 2  | Use multimedia elements in presentation      | Include the multimedia element in the presentation by the relevant procedure   | What is multimedia and how to use it in presentation  |
| 3  | Customize slide components using animations  | Create a presentation with text and objects<br><br>Animate the text and objects in the presentation  | What is animation<br><br>Procedure to animate text and objects in a presentation  |
| 4  | Customize slide show                         | Create a presentation with 7-8 slides<br><br>Create a custom slide show with available options   | Procedure to create a custom slide show   |
| 5  | Annotate presentation                        | Create a presentation and annotate it using the available options  | Procedure to annotate a presentation using callouts   |
| 6  | Use presenter view                           | Configure a presentation to run for audience on another display medium   | Procedure to configure the slide show to display presentation on another monitor  |
| 7  | Configure a slide show to play automatically | Configure a presentation to advance the slide automatically after duration of 5 sec. As well as advance each slide after the varied duration required to read that slide automatically | Procedure to advance slides automatically after a specific duration as well as to advance each slide with a custom timing |

|                              |  |
|------------------------------|--|
| <b>UNIT CODE &amp; TITLE</b> | <b>IT-SDA-405: Email Messaging (More Advanced)</b>   |
| <b>UNIT DESCRIPTOR</b>       | This unit covers the more advanced features of email messaging which is required by expert office assistant. It develops the skills in using advanced features of email messaging. |
| <b>DURATION</b>              | 40 Hours (Theory and Demonstration: 20 Hours, Practical Hands on: 20 Hours)  |

| <b>Sn</b> | <b>LEARNING OUTCOME</b>                          | <b>PERFORMANCE CRITERIA</b>   | <b>RELEVANT KNOWLEDGE</b>   |
|-----------|--|---|---|
| 1         | Send calendar information in email message       | Schedule the events in calendar and send this calendar in email to others   | What is calendar, how to send calendar information in email   |
| 2         | Create and modify signature                      | Create a signature or vCard and allow it to send with all outgoing messages by setting the available options of email messaging                             | What is signature in email messaging<br>Procedure to include signature and vCard for outgoing message                   |
| 3         | Configure email security settings                | Configure the email security by available options<br><br>Set the default view of message body to plain text and configure to move junk mails to junk folder | What is email security and what are the security setting options for email<br><br>Explain the ways to keep email secure |
| 4         | Organise and group emails in appropriate folders | Create different folders for different types of incoming mails<br><br>Move the mails in different folders   | Purpose, procedure and criteria for grouping emails   |
| 5         | Manage data files                                | Take backups of data files of email messaging software using available options in that software   | Purpose and procedure of managing data files in email messaging   |

|                              |  |
|------------------------------|--|
| <b>UNIT CODE &amp; TITLE</b> | <b>IT-SDA-406: Web Design and Development</b>  |
| <b>UNIT DESCRIPTOR</b>       | This unit covers the advanced features of web design and development. It develops the skills in developing and deploying web pages and web sites by using CMS. |
| <b>DURATION</b>              | 60 Hours (Theory and Demonstration: 30 Hours, Practical Hands on: 30 Hours)  |

| <b>Sn</b> | <b>LEARNING OUTCOME</b>        | <b>PERFORMANCE CRITERIA</b>   | <b>RELEVANT KNOWLEDGE</b>   |
|-----------|--------------------------------|---|---|
| 1         | Introduce with web designing   | Introducing popular HTML editors and advantages of HTML editors                                     | HTML Editors<br>Advantages HTML editors                             |
| 2         | Create web pages and web sites | Create a new website and webpages using HTML basic tags<br><br>View the web page in the web browser | Concept of web page & site<br>Creating a new web site and web pages |

|    |  |   |  |
|----|--|---|--|
|    |  |   | HTML for creating, saving and viewing webpage  |
| 3  | Create and import websites using templates   | Create a website by using built-in template   | Template and its purposes<br>Options to create and import website by using templates   |
| 4  | Create web pages using common HTML elements  | Create web pages using common HTML elements such as font face, size, alignment, format, list etc.   | Common HTML elements, its syntax and use<br>How to use these common elements to build web pages  |
| 5  | Create webpages with tables, cells and background images                                     | Create tables and include background image using HTML<br>Apply HTML tags for splitting, merging, row span, column span                        | Creating tables and using background images in cell using HTML<br>HTML tags for table properties – split, merge, row span, column span                       |
| 6  | Insert and manipulate images in the web page   | Create a web page by inserting various types of image files and implement the different image properties                                      | Different types of images, their properties and criteria to manipulate,<br>How to insert and manipulate the images in a web page                             |
| 7  | Create hyperlink to other websites, web pages within the web site and to the email addresses | Create web page by providing hyperlinks to the other website, hyperlink to the webpage within the website and hyperlink to the e-mail address | What is hyperlink, advantages of providing hyperlinks, ways and tags to give a hyperlink<br>Hyperlink to various components                                  |
| 8  | Create hyperlinks using images, interactive buttons and use hotspots                         | Create web page by providing hyperlink to the webpage from the image or interactive buttons   | How to create hyperlinks using images, interactive buttons and how to use hotspots in HTML   |
| 9  | Insert audio, video contents and flash or movies in a web page                               | Create a web page by adding audio, video clips and flash or movies of compatible file types in a web page using HTML tag                      | How to include audio, video and flash or movies in a web pages using HTML  |
| 10 | Create and use frames, Inline frames and layers in a web page                                | Creating web page using Frames, Inline frames and Layers<br>Use properties of frames and elements to manage the layers                        | Concept of frames, inline frames and layers and their properties<br>Procedure and HTML tags to create and use frames, inline frames and layers in a web page |
| 11 | Use Hover Effect, Meta Elements and Watermark in a webpage                                   | Create a web page with hover effect, meta elements and watermark  | Hover effect, Meta elements and Watermark<br>Procedure to assign hover effect, meta elements and watermark to web page                                       |
| 12 | Create Forms in the  | Create webpage having multiple forms  | Describe why forms are essential and   |



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|    | web pages   |  | how to create forms  |
| 13 | Create and use Style Sheets in web site                     | Create webpage by including style sheets and Providing/ removing links to the style sheets<br><br>By defining various elements to style sheets | CSS and its use in the website<br><br>How to create and use CSS in a website   |
| 14 | Work with behaviors   | Create a webpage by applying different behaviors such as onclick, mouse over, redirect   | What are Behaviors, different behaviors and how it is used in the website  |
| 15 | Check compatibility of a website with browsers              | Checking compatibility of website with different web browsers  | What is browser compatibility and how it is achieved   |
| 16 | Work with code view, add-ins, snippets and page transitions | Creating website having multiple snippets and also having various types of page transitions  | Code view, add-ins, snippets and page transitions, its purpose<br><br>How to add Snippets and Page Transitions         |
| 17 | Create and edit dynamic web templates                       | Create, use and edit dynamic web templates in a web site<br><br>Detach dynamic web template from site  | Dynamic web templates and its features<br><br>How to create, use and edit dynamic web templates                        |
| 18 | Use SEO checker to optimize the search engine               | Optimize the search engine using SEO checker   | Concept of search engine optimizer<br><br>How to use SEO checker to optimize the search engine                         |
| 19 | Create forms to save results in database                    | Create forms to interact with web server and save the result in database   | Advanced features of forms<br><br>How to interact with web server  |
| 20 | Optimize web pages, HTML code to publish the website        | Perform all the tasks before publishing the website such as optimize web pages, HTML code, fix errors and take back ups                        | Task to be carried out for publishing website<br><br>How to optimize web pages and HTML code                           |
| 21 | Introduce with authoring tools used to develop websites     | Download the different authoring tools and try to use it for web development   | Different authoring tools, their purpose, features and use in the website  |
| 22 | Download and use CSS templates                              | Download and use the CSS template for designing a website  | Purpose and features of CSS template<br><br>How to use it in a website   |
| 23 | Introduce, download and use common web applications & CMS   | Explore the appropriate web applications and CMS, download it, install it and explore its feature in the web development                       | Information about different web applications & CMS under different platform<br><br>How to get it install it and use it |

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| 24 | Introduce with web application development | Explore the software requirement in open source to develop web applications | What is web applications, client server model<br><br>What are the software requirement to develop web application |
|----|--|---|---|

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 judgement 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.

| Sn    | Assessments Method  | Weightage | Evaluator             |
|-------|---------------------|-----------|-----------------------|
| 1.    | Written test        | 30 Marks  | Teacher               |
| 2.    | Practical test      | 30 Marks  | Certified Assessor #  |
| 3.    | Oral test/viva voce | 10 Marks  | Teacher/Ext. Examiner |
| 4.    | Portfolio           | 10 Marks  | Teacher               |
| 5.    | Project             | 10 Marks  | Teacher/Trainer       |
| 6.    | Direct Observation  | 10 Marks  | Teacher/Trainer       |
| Total | 100 Marks           |           |                       |

# 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 | Sn | Competencies and Performance Standards            | Y | N |
|--------------------------|----|---|---|---|
| Communication            | 1. | Questions appropriately                           |   |   |
|                          | 2. | Writes clearly and legibly                        |   |   |
|                          | 3. | Demonstrates good listening and responding skills |   |   |
|                          | 4. | Informs about the absence and reasons of absence  |   |   |
| Responsibility           | 5. | Organizes work                                    |   |   |
|                          | 6. | Manages time effectively and efficiently          |   |   |
|                          | 7. | Complete assignments timely                       |   |   |
|                          | 8. | Displays care for tools and equipment             |   |   |
|                          | 9. | Accepts responsibility pleasantly                 |   |   |

Y=Competent = 0.5 marks, N=Not yet competent = 0 marks



## **LIST OF TOOLS, EQUIPMENT AND MATERIALS**

The list of tools, equipment and materials given below is suggestive and an exhaustive list should be prepared by the teacher/trainer. Only basic tools, equipment and accessories should be procured by the Institution for performance of routine tasks or activities by the students.

### **I. Computer Hardware, Software and Peripherals**

#### **HARDWARE**

- Computer system with Latest configuration
- Laptop and Notebook
- Printers – Laser Printer, Inkjet Printer, Dot Matrix Printer
- Spare memory, Processor, cables, connectors, power pack, battery, NIC cards.
- Web Camera
- External Hard disk drives.
- Different types, makes and capacities of HDD in IDE/ATA and SCSI.
- Flash/Thumb/Pen drives of different makes and capacities.
- Different types, makes and sizes of monitors for dismantling, demonstration and reassembly
- Different types of Keyboards including wireless keyboards.
- Different types of Mice including wireless mouse.

#### **SOFTWARE**

- Operating systems – full and legal versions of Windows
- Operating System – Linux and Free and Open Source Softwares

#### **TOOLS**

- Tool kit
- Cable connectors
- Crimping tools
- RJ45 connectors and Crimping tool.
- Vacuum cleaner
- Air blower

#### **OTHER DEVICES**

- UPS 5 KVA
- Multimedia Projector
- External HDD
- DVD writer
- UTP 5/5e/6 cable.

#### **FURNITURE**

- Computer maintenance table
- Lab stools/chairs
- Computer tables

#### **CONSUMABLES**

- Paper
- Printer Cartridges

## TEACHER'S QUALIFICATIONS

Qualification, competencies and other requirements for appointment of Graduate Teacher (IT/ITeS) on contractual basis should be as follows:

**Qualifications:** Master of Science degree in Information Technology/ Computer Science/ Computer Application OR Bachelor of Engineering in Information Technology/ Computer Science/ Computer Application from any UGC recognized University OR DOEACC 'B' level

**Desirable:** 1 year experience in industry

**Minimum Competencies:** Effective communication skills (oral and written) , Basic computing skills.

**Age Limit:** 18-37 years, relaxation to be provided as per Govt. Rules.

## LIST OF CONTRIBUTORS

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### Subject Matter Experts

Following experts have worked and contributed in the workshop for development of this competency based curriculum in IT/ITeS sector. Their contribution is acknowledged.

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Working as Assistant Professor in VE (Computer Science/Engg), Department of Engineering & Technology at PSS Central Institute of Vocational Education Bhopal. He has more than 20 years experience in curriculum development, instructional material development and teacher training in Computer Science and Information Technology. For further details of the curriculum please contact him on E-mail: [dipakds@yahoo.com](mailto:dipakds@yahoo.com), [dds.ncert@nic.in](mailto:dds.ncert@nic.in)

## NSQF Level - 4: Retail Management

|   |  |   |  |   |
|---|--|---|--|---|
| Unit Code:<br>RS-401 NQ-2014  | Unit Title: Advances in Retailing  |   |  |   |
| Location:   | Duration: 25 Hours   |   |  |   |
| Classrooms, Retail Shop, Super Bazaar, Big Bazaar, Malls, Departmental Store, Retail Marketing, Agencies etc. | Session - 1: Retail Organizational Structure                                     |   |  |   |
|   | Learning Outcome   | Knowledge Evaluation  | Performance Evaluation   | Teaching and Training Method  |
|   | 1. Describe the guidelines for Retail Organizational structure.                  | 1. Describe the meaning of Retail Organization Structure<br>2. Understand the guidelines for Organizational Structure<br>3. Types of organizational structure | 1. Identify the types of organizational structure in retail sector<br>2. Apply the guidelines for organizational Structure.  | <b>Interactive lecture:</b><br>Guidelines for retail organizational Structure.<br><br><b>Activity:</b><br>Visit to a Retail Store and analyze its organizational Structure.   |
|   | 2. Identify the factors which are influencing environmental and cultural change. | 1. Describe the environment affects on organizations.<br>2. Understand the factors influencing cultural change.   | 1. Identify the environmental factors effects organizational structure.<br>2. Analyze the factors mainly influencing the cultural change.  | <b>Interactive lecture:</b><br>Environment and Cultural Change<br><br><b>Activity:</b><br>Estimate how the organizational Structure influences by the environment and cultural change.                              |
|   | 3. Identify the stages in Career development                                     | 1. Describe the stages in career development<br>2. Scope for better employment<br>3. Changes and growth in Retail Sector.                                     | 1. Identify the stages and analyze which Stage is very crucial for career development.<br>2. Identify the better employment opportunities<br>3. Update the changes & growth in Retail sector | <b>Interactive lecture:</b><br>Stages in Career Development.<br><br><b>Activity:</b><br>Visit to retail organizations and asked to note down type of stages available in career development process.                |
|   | Session - 2 Retail Research  |   |  |   |
|   | 1. Describe the importance of market information system (MIS)                    | 1. Understand the components of MIS<br>2. Describe the importance of MIS  | 1. Identify the components of MIS<br>2. Explain the procedures followed in Marketing Research & Intelligence system  | <b>Interactive lecture:</b><br>Marketing Information System<br><br><b>Activity:</b><br>Visit to marketing research organization and asked to note down how the MIS is important for Retail Business.                |
|   | 2. Identify the research methods for Retail Business.                            | 1. Describe the purpose & Research methods.<br>2. Understand the types of Research methods.   | 1. Analyze the retail manager's decision making process.<br>2. Identify the research methods which are suitable for retail research.   | <b>Interactive lecture:</b><br>Research methods for retail business.<br><br><b>Activity:</b><br>Visit to retail organizations and asked to note down which types of methods are using.                              |
|   | Session 3: Retail Strategy   |   |  |   |
|   | 1. Identify the careful considerations for developing retail Strategy.           | 1. Describe the importance of Retail Strategy.<br>2. Understand the considerations for developing retail strategy.  | 1. Analyze how to develop the retail strategy for satisfying the customers.<br>2. Identify the careful considerations for developing retail strategies.                                      | <b>Interactive Lecture:</b><br>Considerations for Developing Retail Strategy.<br><br><b>Activity:</b><br>Visit to the retail stores and observe what kind of considerations are adopting to develop the strategies. |
|   | 2. Classify the retail Strategies & Explain how to implement                     | 1. Describe the components of manufactures retail   | 1. Identify the components of manufacturer's retail strategy & select best   | <b>Interactive Lecture:</b><br>Classification of Retail Strategies and its  |

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|   | in Retail Business.   | strategy<br>2. Understand the situation analysis.   | component.<br>2. Analyze the SWOT appraisal and find out how to increase the strengths & decrease the weakness  | Implements.<br><br><b>Activity:</b><br>Select one of the retail Store & Analyze the SWOT Appraisal & prepare a report.   |
|   | 3. Identify the retailing mix variables and apply strategy to take decisions. | 1. Describe the retailing mix variables<br>2. Understand the strategy implementation techniques.  | 1. Identify the retail marketing mix variables.<br>2. Apply the Strategy implementation techniques for taking retail decisions.<br>3. Evaluate & control the competitive retail operations.   | <b>Interactive Lecture:</b><br><ul style="list-style-type: none"> <li>• Retailing mix variables</li> <li>• Group discussion on strategy implementation Strategies.</li> </ul> <b>Activity:</b><br>Visit to retail hyper market and observe what kind techniques adopting to take the key retail decisions. |
|   | 4. Identify the growing opportunities in Indian Retail Business               | 1. Describe the scope of Indian Retail Markets.<br>2. Understand the skills required for growing retail business.<br>3. Classify the retail business houses & explain their potential.                          | 1. Estimate the growing scope of Indian Retail Markets.<br>2. Identify the skills required for enhance the retail business.<br>3. List out the retail business houses which are pumping the money to the country.   | <b>Interactive Lecture:</b><br><ul style="list-style-type: none"> <li>• Growing Opportunities in Indian Retail Business.</li> <li>• Group discussion on Growth Engines for Retail Business.</li> </ul> <b>Activity:</b><br>Conduct a survey on growing opportunities of Indian Retail and prepare report.  |
| <b>Session 4: Retail Consumer Behaviour</b> |   |   |   |  |
|   | 1. Identify the different types of consumer behaviour                         | 1. Describe the types of consumer behavior<br>2. Understand the need for studying consumer behaviour<br>3. Understand the consumer purchasing decisions.  | 1. Identify the types of consumer behaviours<br>2. Applying the techniques for understand the consumer behaviour.<br>3. List out the factors influencing consumer purchasing decisions.   | <b>Interactive Lecture:</b><br>Techniques for understand the consumer behaviour.<br><br><b>Group Discussion:</b><br>Visit to the retail hyper markets & to understand the retail consumer behaviour & prepare a report.  |
|   | 2. Describe the forms of customer buying behaviours                           | 1. Understand the forms of consumer behaviour.<br>2. Describe the brand differentiation affect on consumers buying behaviours.  | 1. Identify the forms of consumer behaviour.<br>2. List out the situations to various consumer buying behaviours towards brand differences.   | <b>Interactive Lecture:</b><br>Customer buying Behaviour.<br><br><b>Activity:</b><br>On-the-job to find out the which, situation is influenced the customer buying behaviour.  |
|   | 3. Process credit applications for purchase                                   | 1. Features & Counters of the credit facilities<br>2. Legal & Company requirements and procedures<br>3. Sorting out difficulties in processing applications<br>4. Desirable the credit worthiness of the buyers | 1. Identify the customer needs for credit facilities<br>2. Demonstrate the feature & conditions of credit facilities<br>3. Guide the customer how to avail credit facilities<br>4. Fill the documents properly<br>5. Check the legal aspects &<br>6. Handle difficulties in proper way. | <b>Interactive Lecture:</b><br>Sort out Credit applications for purchase<br><br><b>Activity:</b><br>1. Visit to the purchase department of Retail Malls and observe how to handle the credit purchase<br>2. On-the Job practice process  |



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| Unit Code:<br>RS-402 NQ-2014                  | Unit Title : Inventory Management in Retailing            |   |   |   |
| Location:                                     | Duration : 25 Hours                                       |   |   |   |
| Classroom,<br>Retail or<br>Departmental Store | Session 1 : Types of Inventory                            |   |   |   |
|   | Learning Outcome  | Knowledge Evaluation  | Performance Evaluation  | Teaching and Training Method  |
|   | 1. Describe the concept of inventory and its types.       | 1. Describe the importance of inventory.<br>2. State the various types of inventory.<br>3. Explain the advantages of various inventory processes. | 1. Classify the inventory on basis of usage, value and volume.<br>2. Differentiate between merchandise inventory and manufacturing inventory. | <b>Interactive lecture:</b><br>Introduction of inventory and its types.<br><br><b>Activity:</b><br>Visit a retail store and make a list of various types of inventory activities.<br><br>Classify the inventory on basis of different Category of items.            |
|   | 2. Identify the methods of Inventory in Retail            | 1. Explain the planning of inventory<br>2. Describe the methods of Inventory in Retail  | 1. Evaluate the inventory planning<br>2. Find out the methods of Inventory in Retail  | <b>Interactive lecture:</b><br>Methods of Inventory in Retail<br><br><b>Activity:</b><br>Visit to retail store and make the methods adopted in the Inventory process.   |
|   | Session 2 : Inventory Management                          |   |   |   |
|   | 1. Identify the essentials of the inventory.              | 1. Importance of purchase routine<br>2. Describe the role of an inventory supervisor  | 1. Analyze the better schedule of inventory purchase.<br>2. Identify the role & responsibility of inventory supervisor.                       | <b>Interactive lecture:</b><br>Purchase routine of inventory.<br><br><b>Activity:</b><br>Visit to the retail store and observe the requirements of inventory for merchandising.<br><br>Group Discussion on the schedule of purchase on the basis of time and value. |
|   | 2. Describe the objectives of Inventory Management        | 1. Identify the objectives of Inventory Management<br>2. Importance of the objective of Inventory Management                                      | 1. Describe the objectives of Inventory Management<br>2. Find out the objective of Inventory Management                                       | <b>Interactive lecture:</b><br>Objectives of Inventory Management<br><br><b>Activity:</b><br>Visit to the retail store and observe the requirements of inventory management   |
|   | 3. Identify the role and functions of Inventory Associate | 1. Describe the functions of Inventory Associate<br>2. Understand the role inventory Associate  | 1. Identify the functions of Inventory Associate<br>2. Find out the specific role of inventory Associate                                      | <b>Interactive session:</b><br>Functions of Inventory Associate<br><br><b>Activity:</b><br>Visit to the retail store and observe the functions performed by the inventory Associate   |
|   | Session 3 : Inventory Control                             |   |   |   |
|   | 1. Describe the concepts of inventory control.            | 1. State various concepts of inventory control.<br>2. Describe the importance of inventory control.   | 1. Explain the need of inventory control.<br>2. Enlist the steps involve in inventory control.  | <b>Interactive lecture:</b><br>Inventory Control Mechanism.<br><br><b>Activity:</b><br>Visit to the retail store and find out the process of inventory control.<br>Study of retail inventory management and its role in the success of retailing.                   |
|   | 2. Identify the methods of inventory control.             | 1. Need of inventory control methods.<br>2. Different methods of inventory control.   | 1. Identify the various methods of applying inventory control.<br>2. Explain the merits and   | <b>Interactive lecture:</b><br>Inventory control methods.<br><br><b>Activity:</b>   |

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|  |   | demerits of inventory control methods.   | Visit to the retail store and observe the methods of inventory control essential for various types of retail stores.   |
| 3. Describe the duties and responsibilities of Inventory Control Associate | 1. Describe the duties of Inventory Control Associate<br>2. State the responsibilities of Inventory Control Associate | 1. Identify the duties of Inventory Control Associate<br>2. Find out the responsibilities of Inventory Control Associate | <b>Interactive Session:</b><br>Duties and responsibilities of Inventory Control Associate<br><br><b>Activity:</b><br>Visit to the retail store and performed the responsibilities in Inventory Control Associate |
| <b>Session 4 : Stock Valuation and Recording</b>                           |   |  |  |
| 1. Identify the inventory valuation in retail                              | 1. Describe the FIFO method of valuation.<br>2. Understand the LIFO method of valuation.                              | 1. Identify the steps in FIFO method of valuation.<br>2. List out the process of LIFO method of valuation.               | <b>Interactive Session:</b><br>Inventory valuation in Retail.<br><br><b>Activity:</b><br>On-the-job on inventory valuation.  |
| 2. Describe the Stock recording & accounting systems                       | 1. Understand the stock recording system.<br>2. State the inventory in accounting system.                             | 1. Identify the Stock recording procedures.<br>2. Find out how the inventory is posted in accounts.                      | <b>Interactive Session:</b><br>Stock recording accounting systems.<br><br><b>Activity:</b><br>Visit to the retail store and observe how the maintained Stock recording & accounting.                             |
| 3. Find out the benefits of Inventory Maintenance                          | 1. Describe the benefits of Inventory Maintenance   | 1. Identify the benefits of Inventory Maintenance  | <b>Interactive lecture:</b><br>Benefits of Inventory Maintenance<br><br><b>Activity:</b><br>Visit to the retail store and observe the requirements of inventory for merchandising.                               |

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| Unit Code:<br>RM403-NQ2014  | Unit Title : Security and Housekeeping Supervision in Retail Sector   |   |   |  |
| Location:<br><br>Classroom,<br>Retail or<br>Departmental<br>store | Duration: 25 Hours  |   |   |  |
|   | Session 1 : Functions and Points of Security  |   |   |  |
|   | Learning Outcome  | Knowledge Evaluation  | Performance Evaluation  | Teaching and Training Method   |
|   | 1. Identify the various security points & advise prompt action  | 1. Purpose of security points in retail store.<br>2. State the locations of security points in retail store.<br>3. Describe the security risks  | 1. Enlist the various security points.<br>2. Identify the locations of the security points in retail stores.<br>3. Analyze the multi utility of security points in retail stores<br>4. Identify the security risks.   | <b>Interactive lecture:</b> Introduction of security points.<br><b>Activity:</b><br>1. Visit a retail store and make the list of security check points.<br>2. Develop a block model of retail store.<br>3. Role play at security points and advice to change |
|   | 2. Describe the types & eligibility criteria of security guard  | 1. Types of security guards<br>2. Describe the eligibility of essential of security guards.<br>3. Guidelines for security activities  | 1. Classify the different types of security guards.<br>2. Identify the eligibility criteria of security guards.<br>3. Guide security personnel  | <b>Interactive lecture:</b><br>Types & Eligibility criteria of security guards.<br><br><b>Activity:</b><br>Visit to a retail hyper market and ask to note down the guidelines followed in Retail Store regarding security.                                   |
|   | 3. Identify the role and functions of security/ personnel.  | 1. Role of security in retail store.<br>2. Functions of security in retail store.<br>3. Training of security personnel  | 1. Analyze the role of security in each department of retail store.<br>2. Analyze the functions of security in each department of retail store.<br>3. Differentiate the role and functions of security in different departments of retail store.<br>4. Train the security personnel as per the guidelines                                       | <b>Interactive lecture:</b><br>Knowing the role and function of security.<br><b>Activity:</b><br>Group discussion on advancement in security functions in retail store and training needs to be identified.  |
|   | Session 2: Safety and Surveillance Equipments   |   |   |  |
| 1. Identify the Safety and Surveillance Equipments.               | 1. Essential safety equipments.<br>2. Describe the essential surveillance equipments.<br>3. Advantages of safety and surveillance | 1. Enlist all the safety and surveillance used in retail store.<br>2. Differentiate between various safeties equipments.<br>3. Differentiate between various surveillance equipments. | <b>Interactive lecture:</b><br>Safety and Surveillance Equipments.<br><b>Activity:</b><br>Visit to the retail store and observe the various safety & surveillance equipments and note down the functions of different safety and surveillance equipments operating by the security personnel  |  |
| 2. Identify the safety rules and regulations in retail store.     | 1.State the various safety rules in retail store.<br>2.Describe the safety regulations for retail store.                          | 1.Enlist the various safety rules and regulations in retail stores.<br>2.Analyse the rules and regulations of retail store.   | <b>Interactive lecture:</b><br>Awareness and information about the safety rules and regulation.<br><b>Activity:</b><br>1. Visit to the retail store and list out the rules and regulations followed by them and advise properly<br>2. Group discussion among the students on effective rules and regulations in retail store regarding security |  |
| 3. Describe the   | 1.The work based on   | 1.Differentiate   | <b>Interactive Lecture:</b>   |  |



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| work ethics and values at work place.   | intrinsic value like honesty, integrity dedication, determination and commitment<br>2. Work ethics and values<br>3. Company policies & legal requirements regarding security | between duties and ethics.<br>2. Evaluate success in the context of motivation passion, stress and pressure.<br>3. Work independently and to work with the team.<br>4. Deal the security risks legally   | Work ethics & values training in communication skills, time management skills and decisions making skills.<br><br><b>Activity:</b><br>1. Group working, task analysis, attitudes and organization skills.<br>2. Visit retail store and observe the behavior and attitude and characters of security personnel   |
| 4. Evaluate the Work Ethic in day to day work.  | 1. Comprehensive range of skills and qualities to interact effectively with customers.<br>2. Company policies and procedures for security works                              | 1. Differentiate attitude and behavior within the office and treatment of customers.<br>2. Check the approved procedures are adopting the security personnel   | <b>Interactive Lecture:</b><br>Work ethics & values<br><br><b>Activity:</b><br>1. Role play and case study of behavior, attitude and handling of people in the team and higher authority.<br>2. Using of positive language within the organization and with the customers and security personnel.   |
| <b>Session 3 : Handling of Material and Equipment in House Keeping</b>  |  |  |   |
| 1. Describe the competencies required for Material Handling in Housekeeping and advice them for proper handling | 1. Describe the competencies and skills required for Housekeeping<br>2. State the effective housekeeping results.<br>3. Material handling procedures                         | 1. Measuring the Performance in Respect of Knowledge, Duties, Responsibilities & Accountability.<br>2. Identify suitable competencies required for material handling in housekeeping.<br>3. Train the housekeeping personnel how to handle the material property | <b>Interactive lecture:</b><br>1. Interaction and Exposure in Retail Housekeeping.<br>2. Teach the Practical Methods of Material Handling.<br>3. Practical Teaching of Advantages of Team Work, Policies and procedures of health and safety.<br><b>Activity:</b><br>1. Visit a Mall or working place where housekeeping materials are handled in the Retail store & learn from the experience of expert.<br>2. Visit Retail Organization and interact with housekeeping supervisors regarding handling of housekeeping Materials, potential health hazards, handling of safety equipments. |
| 2. Examine the process of Material Handling   | 1. Procedure to handle the material used in Retail Housekeeping  | 1. Measure the Outcome of How successfully the Material have been handled  | <b>Interactive lecture:</b><br>Process of Material handling in Housekeeping.<br><br><b>Activity:</b><br>Role plan on cleaning the store.  |
| 3. Learn Housekeeping Policies and safety requirements.   | 1. Individual and Team Members should learn by visiting Departmental stores.<br>2. Guidelines for housekeeping   | 1. Individual responsibilities with the Team, Health and Safety measurement<br>2. Check the housekeeping personnel followed the guidelines and procedures  | <b>Interactive lecture:</b><br>Housekeeping policies & safety requirements.<br><br><b>Activity:</b><br>Role plan on safety requirements of the store.   |
| 4. Learn how to cleaning the rooms and furnishing of retail store.  | 1. Cleaning, sweeping, moping, dusting, disinfecting, litter waste management  | 1. Maintain work areas uncluttered and safety.<br>2. Maintain the store cleaning equipment safely.<br>3. Solve the problems regarding cleaning of particular areas.  | <b>Interactive Lecture:</b><br>1. Cleaning furnishing and the handling of housekeeping equipments.<br>2. Teaching in class room to learn & handling equipment in retail housekeeping.<br><b>Activity:</b><br>1. Visit a Mall or Retail outlet and observe the cleaning procedures.  |

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|  |   |   | 2. Visit point of sale area, counters, merchandise, store rooms, learns housekeeping equipment handling.  |
| 5. Identify and Operate housekeeping equipment in retail departmental stores             | 1. The materials and equipments.<br>2. Techniques of housekeeping practices and protection of materials.                                  | 1. Measure the outcome or result after using the material.<br>2. For cleanliness, safety, hygiene, hazardous and assess whether it is as per standards and procedures set by the retail industry<br>3. Identify the equipment<br>4. Operate the housekeeping equipment. | <b>Interactive lectures :</b><br>Use of housekeeping equipments in retail industry.<br><br><b>Activity:</b><br>1. Role play on responsibilities of housekeeping work.<br>2. Visit a Retail Mall and practically learn to operate housekeeping equipments.   |
| 6. Clean and use Equipments in accordance with manufacturers manual                      | 1. Manufacturer's instructions of cleaning equipments.<br>2. Use and storage of cleaning chemicals.                                       | 1. Differentiate housekeeping equipments with safety equipments.<br>2. Differentiate between hazardous and non hazardous housekeeping materials.<br>3. Operate and maintain store cleaning, electrical equipments.  | <b>Interactive lectures :</b><br>Clean & use of equipments.<br><br><b>Activity:</b><br>Visit a Retail store & observe manufactures instructions followed to cleaning with housekeeping equipments.  |
| 7. Identify the Competencies required for housekeeping in retail operations.             | 3. To describe housekeeping in retail outlets, retail stores and retail malls.<br>4. Competencies required for housekeeping               | 1. Identify the responsibilities taken, involvement in housekeeping and measure the cleanliness and waste recycling.<br>2. Identify the competencies<br>3. Operate the housekeeping activity with required competency   | <b>Interactive Lecture:</b><br>1. Competencies required for housekeeping in retail sector<br>2. To learn in the class room the procedures and job opportunities in retail sector.<br><br><b>Activity:</b><br>1. By role play the responsibilities & the functions of the housekeeping work in retail store.<br>2. To visit and experience the housekeeping method in the work place of retail sector. |
| 8. Applying Housekeeping in the area of cleanliness, hygiene, safety, disposal of waste. | 1. Competencies required in cleanliness, hygiene, waste disposal, safety, health hazards.   | 1. Evaluate the roles, responsibilities and effectiveness of jobs and housekeeping.<br>2. Identify the methods for applying house-keeping work.   | <b>Interactive Lecture:</b><br>On the job opportunities in retail housekeeping.<br><br><b>Activity:</b><br>Visit to a retail store and observe what kind of methods applying for housekeeping of retail store.  |
| <b>Session 4 : Duties and Responsibilities of Security &amp; Housekeeping Associate</b>  |   |   |   |
| 1. Identify the functions of security and housekeeping Associate                         | 1. Describe the functions of security and housekeeping Associate<br>2. Importance of the functions of security and housekeeping Associate | 1. Identify the functions of security and housekeeping Associate<br>2. Practice the functions in security & housekeeping supervision  | <b>Interactive Lecture:</b><br>Functions of security and housekeeping Associate<br><br><b>Activity:</b><br>Visit to a retail store and observe what kind of functions performing for housekeeping of retail store.<br><br>Visit to a retail store and observe what kind of functions performing for security supervision in retail store.   |

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| 2. Describe the duties and responsibilities of security and housekeeping Associate | 1. Describe the duties of security and housekeeping supervisor<br>2. State the responsibilities of security and housekeeping Associate   | 1. Identify the duties of security and housekeeping Associate<br>2. Find out the responsibilities of security and housekeeping Associate   | <b>Interactive Lecture:</b><br>Duties and responsibilities of security and housekeeping Associate<br><br><b>Activity:</b><br>Visit to a retail store and observe the duties and responsibilities of the housekeeping Associate<br><br>Visit to a retail store and observe the duties and responsibilities of the security Associate |
| 3. Maintain the store secure and healthy & safety                                  | 1. Company procedures and legal requirement regarding housekeeping and security risks<br>2. Reporting of emergencies and accidents<br>3. Evocation procedures<br>4. Company Legal requirements | 1. Plan for how to reduce the security and housekeeping risks<br>2. Check the security personnel and housekeepers are followed the company policies and procedures.<br>3. Inspect the behavior of security personnel and housekeepers<br>4. Handle the accidents and emergencies<br>5. Check the evocation procedure | <b>Interactive Lecture:</b><br>Store, security and health and safety procedures<br><br><b>Activity:</b><br>1. Visit to the retail store and observe how to control the security and housekeeping risks<br>2. On-the-Job on how to handle the accidents and emergencies.   |

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| Unit Code:<br>RS-404 NQ-2014  |  | Unit : Retail Sales Management  |  |   |
| Location:   |  | Duration : 25 Hours   |  |   |
| Classroom,<br>Retail or<br>Departmental<br>Retail Store                                 |  | Session 1 : Display of Products & Satisfy Customer Needs  |  |   |
|   |  | Learning Outcome  | Knowledge Evaluation   | Performance Evaluation  |
|   |  |   |  | Teaching and Training Method  |
| 1. Organize the display of products at the retail store                                 |  | 1. The products that are sold in the store and how they should be displayed<br>2. Regularly check the quality and shelf life of products<br>3. Prices of products<br>4. Clean and maintain display areas, including refrigerators and chillers  | 1. Check that display areas are clean and in the correct condition for the stock to be displayed<br>2. Make displays attractive to interest customers<br>3. Place specific products in the correct display areas<br>4. Regularly check the quality and shelf life of products on display<br>5. Take prompt action to deal with items which have little or no shelf life or which have deteriorated in quality<br>6. Correctly rotate the stock of items according to their shelf life<br>7. Check that ticketing and coding is accurate and correct<br>8. Regularly check the condition and cleanliness of displays and correct them if needed | <b>Interactive lecture:</b><br>Organize the display of products at the retail store<br><br><b>Activity:</b><br>Visit a retail store and observe how to organize the display of products at the retail store |
| 2. Establishing customer needs  |  | 1. Observe the behavior of customers in a retail environment & guide<br>2. Provide facilities to the customers<br>3. Measurement and calibration of the quantity and quality of product and supplies the customer wants<br>4. Provide logical, intelligent or creative suggestions<br>5. Preferences of different types of customers<br>6. Provide appropriate assistance, information or advise, at appropriate stages | 1. Stay alert to, and make unobtrusive observations about, customer choices and movements within the store<br>2. Need to customer queries about the products and supplies<br>3. Confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.<br>4. Provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions<br>5. Ensuring that customers fulfill their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process                                | <b>Interactive lecture:</b><br>Establishing customer needs of retail store<br><br><b>Activity:</b><br>Visit a retail store and observe how to Establishing customer needs of retail store                   |
| 3. Demonstrate the products features and operations                                     |  | 1. Prepare and organize the demonstration into logical steps<br>2. Communication procedures<br>3. Contents and products knowledge for demonstration<br>4. Warranty and replacement procedures   | 1. Check the demonstration is well prepared<br>2. Check the resources are arranged properly for demonstration<br>3. Present the demonstration<br>4. Identify the warranty check  | <b>Interactive lecture:</b><br>Product demonstration<br><br><b>Activity:</b><br>Visit to the retail store and observe to present the demonstration on product features and operations.                      |
| 4. Improve customer's relationship through monitor and solve customer service concerns. |  | 1. Methods of communication<br>2. Customer relationship<br>3. Balance the needs of customer and organization<br>4. Procedure to resolve problems.   | 1. Use best method of communication to meet customer expectations correctly<br>2. Identify the cost-benefit analysis of solutions<br>3. Identify the repeated customers service problems   | <b>Interactive lecture:</b><br>Customer relationship management<br><br><b>Activity:</b><br>Visit to the retail mall and observe how to develop customer relationship through                                |



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|  |   |  | resolve problems   |
| <b>Session 2 : Sale and Delivery of Products</b>   |   |  |  |
| 1. Processing the sale of products   | 1. Describe the method(s) of processing payment<br>2. Describe the functioning of point of sale billing systems or traditional methods of raising a bill<br>3. The appropriate mode of cash and loose cash handling, counting and settlements with the customer<br>4. Efficiently conclude the customer purchase process with quick packing / wrapping of customer orders and billing<br>5. Operate suitable devices and equipment        | 1. Confirm prices of product and supplies with customers and ensure customers are agreeable to the pricing, terms and the store's business policies<br>2. Process payment or credit in line with store or business policies and ensure accurate accounting of units of purchased product<br>3. Ensure safe handling and movement of product and supplies off the racks and through to billing counters<br>4. Ensure proper functioning of store processes<br>5. Conclude dealing with customers with appropriate and prescribed mannerisms | <b>Interactive lecture:</b><br>Processing the sale of products<br><br><b>Activity:</b><br>Visit to the retail store and observe the Processing the sale of products      |
| 2. Delivery of products to customers   | 1. Describe the importance of planning an efficient delivery schedule and how to do this<br>2. How to transport products and equipment safely and securely<br>3. The company procedures<br>4. Relevant legal restrictions on who can receive delivery<br>5. How to unload goods safely and in ways which protect goods from damage<br>6. The records to keep of deliveries and non-deliveries and company procedures for completing these | 1. Plan a schedule of deliveries, which makes the best use of time and other resources<br>2. Transport products and equipment safely and securely<br>3. Deliver products at the times agreed with the customer<br>4. Follow company procedures for ensuring that deliveries are left only with individuals who may legally receive them<br>5. Unload orders safely and in ways which protect the orders from damage<br>6. Update records of delivery and non-delivery promptly and in line with company procedures                         | <b>Interactive lecture:</b><br>Delivery of products to customers<br><br><b>Activity:</b><br>Visit to the retail store and observe the Delivery of products to customers  |
| 3. Help customers to choose right products in a right place                                  | 1. Product features and knowledge<br>2. Interpreting customers responses<br>3. Buying signals from customers<br>4. Legal rights and responsibilities  | 1. Demonstrate about the product features and operations<br>2. Check the customers responses<br>3. Encourage the customers to ask questions regarding products<br>4. Guide customers to tell about discounts and promotional aspects.  | <b>Interactive lecture:</b><br>Convincing the customers<br><br><b>Activity:</b><br>Visit to the Big Bazaar and observe how to handle the customers questions and queries |
| <b>Session 3 : Maintenance of Store Area &amp; Communicate effectively with Stakeholders</b> |   |  |  |
| 1. Maintenance and cleaning of store area  | 1. Cleaning procedure & specifications, personal hygiene levels<br>2. Appropriate procedures to be followed for   | 1. Acquaint yourself / the service team with cleaning specifications in the business' product safety management procedures and ensure conformance  | <b>Interactive lecture:</b><br>Maintenance and cleaning of store area<br><br><b>Activity:</b><br>Visit to the retail store and find out the                              |

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|   | <p>dismantling and re-assembling</p> <p>3. Ensuring that the correct procedures for disposing of waste and slurry are followed</p>  | <p>2. Ensure the team follows instructions and safe working practices while disassembling, handling and re-assembling shelf /rack/ display / merchandise areas / spaces and other materials</p> <p>3. Ensure the use of safe procedures while going about the cleaning process</p> <p>4. Identify the problems with shelf / rack / display / merchandise areas / spaces and the correct procedures for reporting them</p>  | <p>process to Maintenance and cleaning of store area</p>   |
| 2. Communicate effectively with stakeholders                          | <p>1. The different documents / report formats that you are required to keep</p> <p>2. Organization's procedures &amp; policies for preparing and passing on written information</p> <p>3. Communication equipments</p> <p>4. The regulations or policies that you should follow for using communications systems, including for private use</p> <p>5. How to talk and work with others to work efficiently, without adversely affecting your own work; the difference between hearing and listening</p> <p>6. The relevant legislation, organizational policies and procedures that apply to joint working</p> | <p>1. Keep the information in written documents as required by your organization;</p> <p>2. Make sure the communication equipment you use is working properly, take corrective action as required</p> <p>3. Accurately interpret and act upon instructions that you receive</p> <p>4. Consult with and help your team members to maximise efficiency in carrying out tasks</p> <p>5. Give instructions to others clearly, at a pace and in a manner that helps them to understand</p> <p>6. Summarize information for customers</p> <p>7. Deal with customers in a respectful, helpful and professional way at all times</p> <p>8. Understand the roles and responsibilities of the different people you will be working with</p> <p>9. Seek appropriate support when you are having difficulty working effectively with staff in other agencies</p> | <p><b>Interactive lecture:</b><br/>Communicate effectively with stakeholders</p> <p><b>Activity:</b><br/>Visit to the retail store and observe what communication the using to methods effectively with stakeholders of retail stores.</p> |
| <b>Session 4 : Duties and Responsibilities of Sales Associate</b>     |   |  |  |
| 1. Identify the functions of Retail Sales Associate                   | <p>1. Describe the functions of Retail Sales Associate</p> <p>2. Importance of the functions of Retail Sales Associate</p>  | <p>1. Identify the functions of Retail Sales Associate</p> <p>2. Practice the functions in Retail Sales Associate</p>  | <p><b>Interactive Lecture:</b><br/>Functions of Retail Sales Associate</p> <p><b>Activity:</b><br/>Visit to a retail store and observe what kind of functions performing for Retail Sales Associate of retail store.</p>                   |
| 2. Describe the duties and responsibilities of Retail Sales Associate | <p>1. Describe the duties of security and Retail Sales Associate</p> <p>2. State the</p>  | <p>1. Identify the duties of Retail Sales Associate</p> <p>2. Find out the responsibilities of Retail</p>  | <p><b>Interactive Lecture:</b><br/>Duties and responsibilities of Retail Sales Associate</p>   |

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|   | responsibilities of Retail Sales Associate  | Sales Associate   | <b>Activity:</b><br>Visit to a retail store and observe the duties and responsibilities of the Retail Sales Associate  |
| 3. Support to the customers   | <ol style="list-style-type: none"> <li>1. Customers information and advice on Special products</li> <li>2. Company Policy on customer services</li> <li>3. Effective demonstration on Specialized products</li> <li>4. Handling responses</li> </ol>  | <ol style="list-style-type: none"> <li>1. Explain clearly and accurately about the product features and benefits</li> <li>2. Promote the products to suitable means</li> <li>3. Control the safety &amp; security aspects</li> <li>4. Demonstrate the specialist products to customers</li> </ol>                                   | <b>Interactive lecture:</b><br>Specialist product demonstration<br><br><b>Activity:</b><br>Visit to the Retail Store and observe how to demonstrate the features and operations of special products.   |
| 4. Maximize sale of good & services and provide post-sale service support | <ol style="list-style-type: none"> <li>1. Procedure to increase the sale of particular products</li> <li>2. Promotional aspects</li> <li>3. Seasonal trends &amp; promotional opportunities</li> <li>4. Techniques for inquiring customers</li> <li>5. Procedure for personalized services and post-sale services</li> <li>6. Company standards for customers services</li> </ol> | <ol style="list-style-type: none"> <li>1. Identify the promotional opportunities for increasing sales</li> <li>2. Report promotional opportunities effect on increase the sales</li> <li>3. Check the personalized services are properly provided</li> <li>4. Record the client information regarding post-sale services</li> </ol> | <b>Interactive lecture:</b><br>Maximization of sales through suitable promotional opportunities<br><br><b>Activity:</b><br><ol style="list-style-type: none"> <li>1. Prepare project on Maximization of the sales</li> <li>2. Conduct survey on post-sale services provided</li> </ol> |
| 5. Create positive image in the customers mind and resolve concerns       | <ol style="list-style-type: none"> <li>1. Effective rapport with customers</li> <li>2. Organization guidelines for standards</li> <li>3. Spot customers problem</li> <li>4. Customers feedback</li> </ol>   | <ol style="list-style-type: none"> <li>1. Check the customers are satisfy</li> <li>2. Communicate information to the customers properly</li> <li>3. Handle Spot customers problems</li> <li>4. Collect customers feedback regularly</li> </ol>  | <b>Interactive lecture:</b><br>How to attract customers with good communication and resolve their problems<br><br><b>Activity:</b><br>Hands on experience to communicate with customers and resolve their problems within the Company g guidelines                                     |

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| Unit Code:<br>RS-405 NQ-2014                                      | Unit Title: Supply Chain Management in Retailing                         |  |  |   |
| Location:<br><br>Classrooms,<br>Logistic centers<br>and companies | Duration: 25 hours   |  |  |   |
|   | Session - 1: Introduction to SCM   |  |  |   |
|   | Learning Outcome   | Knowledge Evaluation   | Performance Evaluation   | Teaching and Training Method  |
|   | 1. Acquainted with terms and concept of Supply Chain Management          | 1. Concept of Physical distribution<br>2. Concept of Logistics<br>3. Concept of SCM<br>4. Evolution of Supply Chain Management       | 1. Identify the steps in physical distribution<br>2. Classify Logistic in SCM<br>3. Find out the processes of supply chain management (SCM).   | <b>Interactive lecture:</b> Introduction to Supply Chain Management<br><b>Group discussion:</b> On every area of Logistics and SCM<br><br><b>Activity:</b> Visit to a Logistic company and observe the work going on and make a report on distribution channels.  |
|   | 2. Describe the Importance, advantages and Limitations of SCM            | 1. Explain the importance of SCM<br>2. List out the benefits of SCM in Retailing<br>3. Importance and Advantages of SCM in retailing | 1. Why SCM does necessary in the organization?<br>2. List out the limitations of SCM   | <b>Interactive lecture:</b> SCM's significance and limitations in retailing<br><b>Seminars:</b> Conduct the seminars to discuss about pros and cons of SCM  |
|   | Session - 2 Principles of Supply Chain Management                        |  |  |   |
|   | 1. Identify the principles of SCM  | 1. Seven principles of Supply Chain Management<br>2. Process of SCM  | 4. Scrutinize the seven principle of SCM<br><br>5. Practice the principles of SCM  | <b>Interactive Lecture:</b> Highlight the seven principles of SCM with the help of PPT in interactive session<br><b>Activity:</b> Visit to logistic centers of retail outlets observe how practice the seven principles of SCM  |
|   | 2. List out the parameters of direct and indirect distribution           | 1. Parameters of direct and indirect distribution<br>2. Factors influencing the direct and indirect distribute SCM                   | 1. Investigate the Parameters of direct and indirect distribution<br>2. Identify the factors which influence the direct and indirect distribution  | <b>Interactive Lecture:</b> Parameters of Direct and Indirect distribution.<br><b>Activity:</b> On-the-job on Logistic centers of SCM and find out which factors more influencing the direct and indirect distribution goods and services.  |
|   | Session 3: Participants in the Process of SCM                            |  |  |   |
|   | 1. Categorize the types of intermediaries                                | 1. Information about intermediaries.<br>2. Types of Intermediaries & their job roles   | 1. Scrutinize the information about intermediaries<br>2. Find out the various Types of Intermediaries<br>3. Identify the job roles of different intermediaries                               | <b>Interactive Lecture:</b> Intermediaries and Channels of distribution<br><br><b>Activity:</b> Visit to logistic centers and companies to observe the types of intermediaries & their job roles<br><br><b>Pragmatic work:</b><br>1. Assign the work to the students like make a project on any one type of intermediaries.<br>2. Take an interview of any one intermediary and find out his lifestyle. |
|   | 2. Choose the Channels of distribution for industrial and Consumer Goods | 1. Channels of distribution for Industrial Goods<br>2. Channels of distribution for Consumer Goods                                   | 1. Spot out the various channel of distribution for industrial goods<br>2. Identify the Channels of distribution for consumer Goods<br>3. Identify the job roles of different intermediaries | <b>Interactive Lecture:</b> Intermediaries and Channels of distribution for Industrial & Consumer goods<br><br><b>Activity:</b> Role Play acts in the classroom as various intermediaries and tell the students to recognize the  |



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|  |   |  |   | type of them.   |
|  | 3. Find out the Channel of distribution for services              | 1. Channel of distribution at services level   | 1. Evaluate the Channel of distribution at services level<br>2. Identify the steps in Channels which can be easily distributing services  | <b>Interactive Lecture:</b><br>Channel of distribution for services<br><br><b>Activity:</b><br>Visit to logistic centers and companies to find out the suitable channels of distribution for services.  |
| <b>Session 4: Steps in Supply Chain Management</b> |   |  |   |   |
|  | 1. Identify Steps in SCM  | 1. Steps and Process of SCM<br>2. The proper process of SCM  | 1. Elucidate the various Steps in the SCM<br>2. Practice how to compete each and every step.  | <b>Interactive Lecture:</b><br>Steps includes in the SCM<br><br><b>Play Game:</b><br>Keep stand one student on each step and they will demonstrate each step by every student   |
|  | 2. Five basic Components included in the process of SCM           | 1. Demand planning & Forecasting<br>2. Source of Procurement<br>3. Production or Assembly step<br>4. Distribution of Goods/ Services<br>5. Sales return- Defective or excess goods | 1. Examine the five components included in the steps of SCM<br>2. Practice each and every component to full-fill the distribution of goods & services.                                    | <b>Interactive Lecture:</b><br>Components included in the process of SCM<br><br><b>Activity:</b><br>Students should visit to Logistic centers and find out five components.<br><br><b>Role Play:</b><br>Five students can play a role of <b>Plan, Source, Make, Deliver and Return</b> with the help of posters & other related material. |
|  | 3. Identify the components consider while supply chain management | 1. Private labels<br>2. LIFO-methods<br>3. FIFO-methods<br>4. Distribution channels<br>5. Cold chains  | 1. Practice how to private labels<br>2. Identify the mechanism under LIFO & FIFO methods<br>3. List out the distribution channel for retail products<br>4. Practice Cold chain operations | <b>Interactive lecture:</b><br>Importance of Supply chain components and its management<br><br><b>Activity:</b><br>Visit to the retail organization/ retails storekeeping unit and observe the supply chain components.   |

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| Unit Code:<br>RS-406 NQ-2014            |  | Unit Title: Non-Store Retailing   |   |  |   |
| Location:<br><br>Classroom, Call Center |  | Duration: 25 hours  |   |  |   |
|   |  | Session 1: E-Retailing  |   |  |   |
|   |  | Learning Outcome  | Knowledge Evaluation  | Performance Evaluation   | Teaching and Training Method  |
|   |  | 1. Explain the meaning, advantages and shortcomings of e-retailing                        | 1. Concept of e-retailing<br>2. Describe the advantages of e-retailing<br>3. Shortcomings of e-retailing        | 1. Explain basic concept of e-retailing<br>2. Enlist the advantages of e-retailing<br>3. Find out the various limitations of e-retailing | <b>Interactive lecture:</b><br>Advantages and shortcomings of e-retailing<br><br><b>Activity:</b><br>Visit to the e-retailing centre & list out to the products/ services offered in e-retailing  |
|   |  | 2. Identify relevance of e-retailing resources and Information & communication Technology | 1. Various e-retailing resources<br>2. Significance & role of ICT in E-retailing                                | 1. Enlist the different resources for e-retailing<br>2. Explain the importance of ICT  | <b>Interactive Lecture:</b><br>E-retailing resources and ICT<br><br><b>Activity:</b><br>Make a brief report on impact of ICT on educational services  |
|   |  | 3. Identify success factors for e-retailing   | 1. Factors that contribute to success of e-retailing  | 1. Identify the factors responsible for the success of e-retailing<br>2. Practice e-retailing activities.                                | <b>Interactive lecture:</b><br>Success Factors for E-Retailing<br><br><b>Activity:</b><br>Hold a group discussion on factors contributing to the success in e-retailing   |
|   |  | Session 2: E-Marketing  |   |  |   |
|   |  | 1. Discuss the concept of e-marketing   | 1. Meaning of e-marketing<br>2. Various objectives of e-marketing   | 1. Explain the meaning of e-marketing<br>2. Enlist objectives of e-marketing   | <b>Interactive Lecture:</b><br>Concept and objectives of e-marketing<br><br><b>Activity:</b> Make a brief note on 5 companies which are engaged in e-marketing  |
|   |  | 2. State importance, advantages and shortcomings of e-marketing                           | 1. Significance of e-marketing<br>2. Advantages and shortcomings of e-marketing                                 | 1. Analyze the importance of e-marketing<br>2. Enlist various advantages and limitations of e-marketing                                  | <b>Interactive Lecture:</b><br>Importance, advantages and shortcomings of e-marketing<br><br><b>Activity:</b><br>Hold a group discussion on merits and demerits of e-marketing & prepare a report   |
|   |  | 3. Differentiate e-marketing v/s Traditional marketing                                    | 1. Discuss how to compare traditional marketing with e-marketing<br>2. Differences in traditional & e-marketing | 1. Make distinction between e-marketing and traditional marketing<br>2. Identify the steps involved in traditional & e-marketing         | <b>Interactive Lecture:</b><br>Traditional marketing v/s e-marketing<br><br><b>Activity:</b><br>Conduct a seminar on transition of traditional marketing into e-marketing   |
|   |  | Session 3: Telemarketing  |   |  |   |
|   |  | 1. Discuss the concept, advantages and shortcomings of tele-marketing                     | 1. Concept of telemarketing<br>2. Advantages and disadvantages of tele-marketing                                | 1. Explain the concept of telemarketing<br>2. Enlist merits and demerits of telemarketing  | <b>Interactive lecture:</b><br>Telemarketing its advantages and disadvantages<br><br><b>Activity:</b><br>1. Write a brief note on merits & demerits of telemarketing<br>2. Conduct group discussion on merits & demerits of telemarketing |

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|  | 2. Identify the various tele-marketing technologies            | 1. Telemarketing technologies  | 1. Enlist telemarketing technologies<br>2. Practice the telemarketing technologies   | <b>Interactive Lecture:</b><br>Telemarketing technologies<br><br><b>Activity:</b><br>Hold a group discussion to discuss the use of telemarketing technologies & prepare a report                     |
|  | 3. Categorize the tele-marketing activities                    | 1. State the B2B process of telemarketing<br>2. State B2C process of telemarketing   | 1. Explain B2B category of telemarketing<br>2. Analyze B2C category of telemarketing<br>3. Practice & find out steps involved  | <b>Interactive Lecture:</b><br>Telemarketing categories<br><br><b>Activity:</b><br>Visit a call center, make observation on categories and write a small report on B2C and B2B telemarketing         |
|  | <b>Session 4: Internet Business</b>                            |  |  |  |
|  | 1. Apprise the concept of Internet Business and its objectives | 1. Concept of internet business<br>2. Classify various objectives of internet business   | 1. Enlist the objectives of internet business<br>2. Practice the different objectives  | <b>Interactive Lecture:</b><br>Internet business and its objectives<br><br><b>Activity:</b><br>Buy a product through the website and observe how companies sell their products through internet      |
|  | 2. Identify internet business subsets                          | 1. Important subsets of internet business<br>2. Classification of subsets<br>3. Internal business Systems<br>4. Enterprise communication collaboration<br>5. E-commerce system | 1. Express internal business systems as IB subset<br>2. Examine Enterprise communication and collaboration<br>3. Analyze the significance of e-commerce in the e-retailing processes                           | <b>Interactive Lecture</b><br>Internet Business Subsets<br><br><b>Activity:</b><br>On-the-job in Internet business and practice with different subsets of Internet Business.                         |
|  | 3. Discuss various issues on internet business                 | 1. Classify the issues.<br>2. Describe main issues of security, privacy, non repudiation, authenticity, data integrity, access control & availability                          | 1. Explain the problems of security and privacy in internet business<br>2. Compile a list of challenges of non repudiation, authenticity, data integrity, access control and availability in internet business | <b>Interactive Lecture:</b><br>Issues of Internet Business<br><br><b>Activity:</b><br>On-the-job Internet Business Centers and handle the problems to run the e-retailing through Internet business. |

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| Unit Code:<br>RS-407 NQ-2014                  | Unit Title : Event Management in Retailing  |  |   |
| Location:                                     | Duration: 25 Hours  |  |   |
| Classroom,<br>Retail or<br>Departmental Store | Session 1: Understanding Event Management   |  |   |
|   | Learning Outcome  | Knowledge Evaluation   | Performance Evaluation  |
|   | 1. Planning and Designing Event   | 2. Describe the plan to organize the events<br>3. Describe the arrangements for organizing the events.<br>4. Describe the manpower requirements for the event<br>5. Describe the work formulated for execution of the event  | 1. Ability to forecast the work related to the event<br>2. Ability to assess the capabilities of staff to entrust the work.<br>3. Ability to motivate and coordinate the staff.<br>4. Ability to assess the manpower /resources requirements.<br>5. Ability to formulate the work design.<br>6. Ability to identify the opportunities of events |
|   | Teaching and Training Method  |  |   |
|   | Interactive Lecture: Planning and Designing Event<br><br>Activity:<br>Visit a retail store and enlist various problems and planning and designing in retail management.   |  |   |
|   | Session 2: Documentation for conducting events  |  |   |
|   | 1. Monitoring Records & collecting feedback   | 1. Describe the various records that are maintained for monitoring event management activities<br>2. Describe the contents of feedback forms that are useful for correction and further maintaining long term relations with the clients.  | 1. Ability to guide the staff in the preparation of maintaining records<br>2. Ability to develop feedback forms to get opinions from clients and service providers<br>3. Ability to analyze contents of feedback and initiating corrective actions.   |
|   | Teaching and Training Method  |  |   |
|   | Interactive lecture: Monitoring Records & collecting feedback in retailing.<br><br>Activity:<br>1. On-the-job and monitor the legal rules and regulations followed in retailing<br>2. Analyze the situations that enforce legal compliances receiving from the customers. |  |   |
|   | Session 3: Logistics & Standard Operating Procedures (SOP)  |  |   |
|   | 1. Legal and Statutory Aspects (Advanced) & Standard Operating Procedures (SOP)   | 1. Describe the legal and statutory aspects relating to the event management.<br>2. Describe the risks and contingencies that are likely to arise during the event.<br>3. Describe the conflicts that arise between clients and firm and service providers.<br>4. Describe the conflict management machinery useful to deal with conflicts | 1. Ability to understand the various laws, rules and regulations.<br>2. Identify the risks that are likely to arise in the event management.<br>3. Identify the conflicts that are likely to arise between firms, service providers and clients.  |
|   | Teaching and Training Method  |  |   |
|   | Interactive Lecture: Legal and Statutory Aspects (Advanced) & Standard Operating Procedures<br><br>Activity:<br>On-the-Job Supervision & Coordinating with various Agencies & Reporting   |  |   |
|   | Session 4 : Supervising Events  |  |   |
|   | 1. Identify the activities for smoothly conducting events   | 1. Describe the steps in the execution of events.<br>2. Describe the duties and responsibilities being delegated to staff for execution of an event.<br>3. Describe the social and cultural aspects  | 1. Ability to supervise the work for smooth flow of events.<br>2. Ability to allocate the duties and responsibilities to the right person.<br>3. Ability to coordinate social gatherings and cultural programmes in the event management.   |
|   | Teaching and Training Method  |  |   |
|   | Interactive lecture: Supervision of events to Identify the activities for smoothly conducting<br><br>Activity:<br>Visit to the event place and observe how to supervise the event   |  |   |

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|  |  | <p>required in the execution of an event.</p> <p>4. Describe the public relations required</p> <p>5. Describe different media available.</p> <p>6. Describe the choice of the media selection.</p> | <p>4. Ability to manage public relations constantly.</p> <p>5. Ability to decide /select the best media for promotion.</p> | management activities |
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| Unit Code: RS408-NQ2014  | Unit Title: Accounting Procedures in Retailing   |   |   |   |
| Location:<br><br>Classrooms, Retail Shop or Departmental Store                           | Duration: 25 hours   |   |   |   |
|  | Session 1: Managing Cash in Retail   |   |   |   |
|  | Learning Outcome   | Knowledge Evaluation  | Performance Evaluation  | Teaching and Training Method  |
|  | 1. Describes the Basic Understanding & Competencies for Billing Personnel  | 1. State various types of Billing and Accounting Heads<br>2. Understanding basic accounting terminologies related with Billing & Accounting Procedures. Example: Service Tax, Sales Tax, VAT, Other Duties etc. | 1. Calculate the routine Accounting and Billing Transactions<br>2. Explain the various taxes and duties related with Billing to Customer                                | Interactive lecture:<br><br>Understanding Basic Accounting and Billing Procedures.<br><br><b>Activity:</b><br>Role Plays and Activities based on Billing and Accounting Procedures.   |
|  | 2. Handle the various Modes of Payments during Billing Process   | 1. Describe various Modes of Payment.<br>2. State the precaution to be taken while handling the modes of Payments<br>3. Understanding uses of Various Equipments used in Payment Process                        | 1. Differentiate between various modes of Payments<br>2. Collect and Operate various Payment Modes<br>3. Operational Knowledge of Various Equipments in Payment Process | Interactive Lecture :<br><br>Based on Modes of Payment<br><br><b>Activity:</b><br><br>On-the-job to handle payments in retail organization.   |
|  | Session 2: Fundamentals of Accounting  |   |   |   |
|  | 1. Understand the objectives, characteristics and types of accounting  | 1. Describe the objectives of accounting procedure in retailing<br>2. List out the characteristic of accounting<br>3. Describe the types of accounting  | 1. Apply the fundamental accounting procedure<br>2. Identify the characteristics of accounting<br>3. Explain the types of accounting                                    | Interactive lecture:<br>Objectives, Characteristics and types of Accounting<br><br><b>Activity:</b><br>Visit to retail store and observe what kind of fundamentals applying while preparation of retail business accounts.                                |
|  | 2. Describe the functions of accounting and explain the functions of an accountant   | 1. Describe the functions of accounting<br>2. State the functions of an accountant  | 1. Identify the functions of accounting<br>2. Identify the functions of an accountant   | Interactive lecture:<br>Functions of accounting and accountant.<br><br><b>Activity:</b><br>On-the-job on functions of an accountant in the retail hyper market.   |
|  | 3. Explain the formalities in bookkeeping & accounting & classify the accounts as per the double entry bookkeeping system. | 1. Describe the formalities for book keeping and accounting<br>2. Types of the accounts as per the double entry bookkeeping system.   | 1. Select the suitable formalities for book keeping and accounting<br>2. Classify the accounts as per the double entry bookkeeping system.                              | Interactive lecture:<br>Formalities for book keeping and accounting<br><br>Group Discussion on Classification of the accounts<br><br><b>Activity:</b><br>Visit to retail store and observe what are the formalities adopting per bookkeeping & accounting |
|  | 4. Demonstrate about systems of accounting and identify who are the users of accounting information.                       | 1. Describe the systems of accounting<br>2. Users of accounting information.  | 1. Select the systems of accounting<br>2. Identify the Users of accounting information.   | Interactive lecture:<br>System of accounting and users of accounting information.<br><br><b>Activity:</b><br>Visit to retail hyper market and observe who the users of accounting information are.  |
| 5. Analyze the applicability of the accounting principles and explain the advantages and | 1. Describe the accounting principles.<br>2. State the advantages and limitations of accounting                            | 1. Adopt the suitable accounting principles as per the retail business.<br>2. Identify the advantages and limitations of  | Interactive lecture:<br>Accounting Principles and advantages & limitations of accounting<br><br><b>Activity:</b><br>Visit to retail store and observe                   |   |

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|   | limitations of accounting.   |  | accounting   | what kind of accounting principles adopted in the retail business. |
| <b>Session 3: Preparation of Journal and Ledger</b>   |  |  |  |  |
| 1. Describe the features, contents of journal   | 1. Describe the features of journal<br>2. State the contents of journal  | 1. Identify the features of journal<br>2. Select the suitable contents of journal  | <b>Interactive lecture:</b><br>Features and contents of journal<br><br><b>Activity:</b><br>Visit to retail hyper market and on-the-job to prepare journal based on giving retail transactions.                               |  |
| 2. Explain how to posting the entries in the ledger and what are the formalities followed for preparation ledger                  | 1. Describe the features of ledger<br>2. Understand the formalities followed for preparation of ledger   | 1. Identify the features of ledger<br>2. Select the formalities followed for posting, entries in the ledger  | <b>Interactive lecture:</b><br>Preparation of ledger<br><br><b>Activity:</b><br>Visit to retail hyper market and on-the-job to posting retail accounting entries in the ledger.  |  |
| <b>Session 4: Preparation of Subsidiary Books &amp; Bank Reconciliation Statement</b>   |  |  |  |  |
| 1. Classify the subsidiary books and explain how to prepare them  | 1. Describe the meaning of subsidiary books<br>2. Procedure to record the transaction in subsidiary books<br>3. Procedure to posting entries in ledger account from the subsidiary books | 1. Appreciate the important of subsidiary books<br>2. How to record the transaction in subsidiary books<br>3. How to posting entries in ledger account from the subsidiary books | <b>Interactive lecture:</b><br>Preparation of subsidiary books<br><br><b>Activity:</b><br>Visit to the retail store and on-the-job training to preparation of subsidiary books from the giving retail business transactions. |  |
| 2. Explain the types of cash book and how to prepare different cash books   | 1. Describe the types of cash book.<br>2. Procedure to prepared different types of cash books.   | 1. Identify the types of cash book.<br>2. Prepare different types of cash books.   | <b>Interactive lecture:</b><br>Preparation of different types of cash books.<br><br><b>Activity:</b><br>Visit to retail hyper market and on-the-job to preparation of different types of cash books and balancing correctly. |  |
| 3. Describe the features of bank reconciliation statement and explain the procedure for reconciliation of the cash and pass books | 1. Describe the features of bank reconciliation statement<br>2. Procedure for reconciliation of the cash and pass-books transactions   | 1. Identify the features of bank reconciliation statement<br>2. Prepared the bank reconciliation statement.  | <b>Interactive lecture:</b><br>Preparation of bank reconciliation statement<br><br><b>Activity:</b><br>Visit to the retail store and on-the-job to preparation of bank reconciliation statement.                             |  |

## List of Reference Books and Instructional Material

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## 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. Dangers
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. Preference given 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<br>Age relaxation to be provided as per Govt. rules. |

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