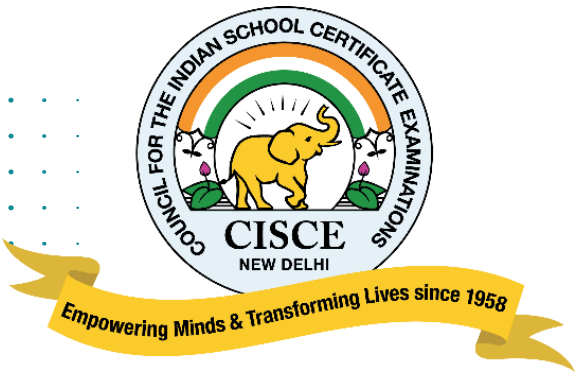
ICSE

INDIAN CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

YEAR 2028



CASHIER

(74)

Developed by:
Research, Development and Curriculum Division (RDCD)
CISCE

January 2026

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- Trust and fair play.
- Minimum monitoring.
- Allowing schools to evolve their own niche.
- Catering to the needs of the children.
- Giving freedom to experiment with new ideas and practices.
- Diversity and plurality - the basic strength for evolution of ideas.
- Schools to motivate pupils towards the cultivation of:
  Excellence - The Indian and Global experience.
  Values - Spiritual and cultural - to be the bedrock of the educational experience.
- Schools to have an 'Indian Ethos', strong roots in the national psyche and be sensitive to national aspirations.

CASHIER

(Subject Code: 74)

(Sector: Retail)

OVERVIEW

In retail business, a cashier is the person who scans the barcode on products that the customer wants to purchase from the store through a cash register/POS. Then the cashier collects the payment (in cash, cheque or credit/debit card), records the amount received, makes change, and issues receipts to customers. The cashier may also record amounts received and prepare reports of transactions, read and record totals shown on the cash register and verify against the cash on hand.

OUTCOMES:

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

- identify the principal components of a computer system;
- demonstrate the basic skills of using a computer;
- demonstrate self-management skills;
- demonstrate the ability to provide self-analysis in context of entrepreneurial skills and abilities;
- demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- handle service cash point/POS;
- follow point of sale procedures for age-restricted products;
- process customer orders for goods in retail;
- process part exchange sale transactions in retail;
- process payments from different modes in retail;
- process cash and credit transactions in retail operations;
- follow return and replacement policy;
- maintain health and safety in retail sector;
- work effectively in formal teams in retail operations;
- work effectively in retail organization;
- create a positive image of retail cashier and organization in the customer's mind.

Class IX

*There will be **one** written paper of **two hours** duration carrying 100 marks and Internal Assessment of Practical of 100 marks.*

COURSE STRUCTURE:

PART I: THEORY – 100 MARKS
Employability Skills – 30 Marks
Unit 1: Communication Skills – I
Unit 2: Self-management Skills – I
Unit 3: Basic Information and Communication Technology Skills – I
Unit 4: Entrepreneurial Skills – I
Unit 5: Green Skills – I
Vocational Skills – 70 Marks
Unit 6: Introduction to Retailing
Unit 7: Service Cash Point or POS
Unit 8: Customer Order for Goods
Unit 9: Process of Payment
Unit 10: Customer Service
PART II: INTERNAL ASSESSMENT (PRACTICAL) – 100 MARKS
Practical Work – 70 Marks
Practical Examination – 40 Marks
Practical File – 10 Marks
Viva Voce (based on Practical Examination/File) – 20 Marks
Project Work – 30 Marks
Report of Field Visit /Project – 10 Marks
Student Portfolio – 10 Marks
Viva Voce (based on Report of Field Visit/Student Portfolio/Project) – 10 Marks

PART I: THEORY – 100 MARKS

Employability Skills

Unit-1: Communication Skills – I

Learning Outcome 1.1: Demonstrate knowledge of various methods of communication

Theory	Practical
1. Methods of communication: (i) Verbal (ii) Non-verbal (iii) Visual	▪ Writing pros and cons of written, verbal, and non-verbal communication ▪ Listing dos and don'ts for avoiding common body language mistakes

Learning Outcome 1.2: Identify elements of communication cycle

Theory	Practical
1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle: (i) Sender (ii) Ideas (iii) Encoding (iv) Communication channel (v) Receiver (vi) Decoding (vii) Feedback	▪ Draw a diagram of communication cycle ▪ Role plays on communication process related to the sector/job role

Learning Outcome 1.3: Identify the factors affecting our perspectives in communication

Theory	Practical
1. Perspectives in communication 2. Factors affecting perspectives in communication: (i) Visual perception (ii) Language (iii) Past experience (iv) Prejudices (v) Feelings (vi) Environment	▪ Group discussion on factors affecting perspectives in communication ▪ Sharing of experiences on factors affecting perspectives ▪ Sharing experiences on factors affecting communication at workplace

Learning Outcome 1.4: Demonstrate the knowledge of basic writing skills	
Theory	**Practical**
1. Writing skills related to the following: (i) Phrases (ii) Kinds of sentences (iii) Parts of sentence (iv) Parts of speech (v) Use of articles (vi) Construction of a paragraph	▪ Demonstration and practice of writing sentences and paragraphs on topics related to the subject

Unit-2: Self-management Skills – I

Learning Outcome 2.1: Describe the meaning and importance of self-management	
Theory	**Practical**
1. Meaning of self-management 2. Positive results of self-management Self-management skills	▪ Identification of self-management skills ▪ Strength and weakness analysis

Learning Outcome 2.2: Identify the factors that help in building self-confidence	
Theory	**Practical**
1. Factors that help in building self-confidence – social, cultural, and physical factors 2. Self-confidence building tips – getting rid of negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic, and smart, chatting with positive people, etc.	▪ Role play exercises on building self-confidence ▪ Use of positive metaphors/words ▪ Positive stroking on waking up and before going to bed ▪ Helping others and working for community

Unit-3: Basic Information and Communication Technology Skills – I

Learning Outcome 3.1: Demonstrate the knowledge of the role of Information and Communication Technology (ICT) in day-to-day life and workplace

Theory	Practical
1. Introduction to ICT 2. Role and importance of ICT in personal life and at the workplace 3. ICT in our daily life (examples) 4. ICT tools – mobile, tab, radio, TV, email, etc.	▪ Discussion on the role and importance of ICT in personal life and at the workplace ▪ Preparing posters/collages for showing the role of ICT at workplace

Learning Outcome 3.2: Identify components of basic computer system and their functions

Theory	Practical
1. Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory (RAM) and Read-only Memory (ROM) 4. Role and functions of Central Processing Unit 5. Procedure for starting and shutting down a computer	▪ Connecting the cables and peripherals to the Central Processing Unit ▪ Starting and shutting down a computer ▪ Group discussion on the various aspects of hardware and software

Learning Outcome 3.3: Demonstrate use of various components and peripherals of computer system

Theory	Practical
1. Peripheral devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	▪ Identification of various parts and peripherals of a computer ▪ Demonstration and practice on the use of a mouse ▪ Demonstration and practice on the use of a keyboard ▪ Demonstration of the use of printers, webcams, scanner, and other peripheral devices ▪ Drawing a diagram of a computer system and labelling it

Learning Outcome 3.4: Demonstrate basic computer skills	
Theory	**Practical**
1. Primary operations on a computer system – input, process, storage, output, communication, networking, etc.	▪ Identification of the various input and output units and explanation of their purposes

Unit-4: Entrepreneurial Skills – I

Learning Outcome 4.1: Identify various types of business activities	
Theory	**Practical**
1. Types of businesses – service, manufacturing, hybrid 2. Types of businesses found in our community, business activities around us	▪ Prepare posters of business activities found in cities/villages, using pictures ▪ Discuss the various types of activities, generally adopted by small businesses in a local community ▪ Best out of waste ▪ Costing of the product made from waste ▪ Selling of items made from waste materials ▪ Prepare list of businesses that provide goods and services in exchange for money

Learning Outcome 4.2: Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	
Theory	**Practical**
1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of entrepreneurship	▪ Prepare charts showing advantages of entrepreneurship over wages ▪ Group discussions on role and features of entrepreneurship ▪ Lectures/presentations by entrepreneurs on their experiences and success stories ▪ Identify core skills of successful entrepreneurs

Unit-5: Green Skills – I

Learning Outcome 5.1: Demonstrate the knowledge of the factors influencing natural resource conservation

Theory	Practical
1. Introduction to the environment 2. Relationship between society and environment, ecosystem and factors causing imbalance 3. Natural resource conservation 4. Environment protection and conservation	▪ Group discussion on hazards of deteriorating environment ▪ Prepare posters showing environment conservation ▪ Discussion on various factors that influence our environment

Learning Outcome 5.2: Describe the importance of green economy and green skills

Theory	Practical
1. Definition of green economy 2. Importance of green economy	▪ Discussion on the benefits of green skills and importance of green economy ▪ Prepare a poster showing the importance of green economy with the help of newspaper/magazine cuttings

Vocational Skills

Unit-6: Introduction to Retailing

Learning Outcome 6.1: State basics of retailing

Theory	Practical
1. Concept of retail 2. Functions and essential requirements of retailers 3. Retailer's services to customers	▪ Visit to a retail store to study and identify the various sections and basic functions of retail

Learning Outcome 6.2: Distinguish between organized and unorganized retailing

Theory	Practical
1. Meaning of organized and unorganized retailing 2. Differences between organized and unorganized retail	▪ Visit retail shops for understanding the unorganized retail formats ▪ Prepare a chart to distinguish between organized and unorganized retail business

Learning Outcome 6.3: Differentiate between store and non-store retailing	
Theory	**Practical**
1. Meaning of store and non-store retailing 2. Classification of store and non-store retailing 3. Differences between store and non-store retailing	▪ Prepare a model/chart on store and non-store retailing

Learning Outcome 6.4: Identify the duties and responsibilities of cashier	
Theory	**Practical**
1. Retail cashier 2. Duties of a cashier 3. Responsibilities of a cashier 4. Skills required to become a retail cashier	▪ Visit a retail store to learn the duties and responsibilities of a cashier ▪ Roleplay a situation to demonstrate the duties and responsibilities of a retail cashier

Unit-7: Service Cash Point or POS

Learning Outcome 7.1: State the modes of payment	
Theory	**Practical**
1. Meaning of Service Cash Point/Point of Sale (POS) 2. Skills required for cashier at POS 3. Modes of payment 4. Problems that can arise at service cash point/POS	▪ Observations of the precautions in handling cash and cash equivalents

Learning Outcome 7.2: Demonstrate the procedure for handling cash	
Theory	**Practical**
1. Meaning of cash handling 2. Procedure for handling cash and cash equivalents 3. Precautions to be taken while handling cash	▪ Field visit for observation of cash handling and related precautions in a retail store

Learning Outcome 7.3: Identify the authorization of refunds, cheques, and credit card payments	
Theory	**Practical**
1. Authorization of refunds 2. Authorization of cheque payments 3. Authorizing credit card payments 4. Security procedures at POS	▪ Observations of authorization of refunds and cheque payments and security procedure in retail outlets

Learning Outcome 7.4: List out the problems at the cash points or POS	
Theory	**Practical**
1. Problems at service cash point: (i) Hardware issues (ii) Software issues (iii) Connectivity issues (iv) User errors 2. Card processing problems	▪ Visit to a retail store for observation of problems at service cash points

Unit-8: Customer Order for Goods

Learning Outcome 8.1: Identify process of customer order for goods	
Theory	**Practical**
1. Steps involved in obtaining customer orders 2. Delivery of customers' orders	▪ Observe the process of obtaining customers' orders and making supplies in retail stores

Learning Outcome 8.2: Demonstrate the procuring of supplies	
Theory	**Practical**
1. Meaning of procuring supplies 2. Sources of procuring supplies 3. Selecting the suppliers	▪ Field visit for observing the process of procuring supplies and selection of the suppliers

Learning Outcome 8.3: Collect the customers' information	
Theory	**Practical**
1. Meaning of Customer information 2. Customer Data Management (CDM) 3. Sources of information 4. Customer's confidentiality 5. Confidential information	▪ Field visit for observing the maintenance of customer information in retail store

Learning Outcome 8.4: Invoice for the customer orders	
Theory	**Practical**
1. Meaning of invoice 2. Types of invoices 3. Contents of an invoice	▪ Field visit to undertake a survey on identifying the types of invoices the retailers maintain

Unit-9: Process of Payment

Learning Outcome 9.1: Identify the effective process of payments	
Theory	**Practical**
1. Meaning of effective process of payments 2. Effective process of payments 3. Kinds of pricing 4. Current discounts and special offers	▪ Visit a store to observe the payment procedure, discount, and special offers strategy

Learning Outcome 9.2: Sorting out the problems in payment process	
Theory	**Practical**
1. Sorting out pricing in payment process 2. Effective problem redressal 3. Steps to handle customer problems related to pricing and payment processing 4. Handling a problem if the solution is beyond the control of a cashier	▪ Field visit to identify the problems of payment and handling procedures in a retail store

Learning Outcome 9.3: List out the rights, duties, and responsibilities in processing of payment	
Theory	**Practical**
1. Company procedure for working out payments 2. Duties of a cashier regarding payments 3. Skill requirements of a cashier 4. Responsibilities of cashier	▪ Field visit to view a cashier's dealing with customers and map her/his duties

Learning Outcome 9.4: Select suitable components of payment system in retail	
Theory	**Practical**
1. Components of payment in retail 2. Devices used in payment system, 3. Current trends in payment system 4. E-commerce payments	▪ Observation of recent payment system in a retail store

Unit-10: Customer Service

Learning Outcome 10.1: Identify customer needs and services	
Theory	**Practical**
1. Distinction of consumer and customer 2. Identifying basic customer needs and behaviour 3. Role of customer services in retail 4. Elements of customer services 5. Advantages of customer service	▪ Field visit to understand the customer needs and customer expectations in a retail store

Learning Outcome 10.2: Describe effective customer service	
Theory	**Practical**
1. Effective customer service 2. Dealing effectively with customer 3. Effective ways to build customer rapport	▪ Observation of effective ways to build customer rapport

Learning Outcome 10.3: Organization standards	
Theory	**Practical**
1. Standards of staff appearance in retail 2. Precautions to be taken by male staff 3. Precautions to be taken by female staff 4. Behaviour in the organisation: (i) Dealing with colleagues (ii) Dealing with superiors	▪ Visit a retail outlet/mall to observe the appearance and behaviour of the male and female staff and their way of dealing with customers

Learning Outcome 10.4: Identify and confirm customer expectations	
Theory	**Practical**
1. Meaning of customer expectation 2. Identify customer expectation 3. Customer expectation from retailer 4. Confirm customer expectation 5. Responding to customers appropriately	▪ Visit a retail outlet to recognize customer expectations and the way of responding to their queries

PART II: INTERNAL ASSESSMENT (PRACTICAL) – 100 MARKS

To be assessed internally by the school.

For guidelines for Internal Assessment refer to Class X.

Class X

*There will be **one** written paper of **two hours** duration carrying 100 marks and Internal Assessment of Practical of 100 marks.*

COURSE STRUCTURE:

PART I: THEORY – 100 MARKS
Employability Skills – 30 Marks
Unit 1: Communication Skills – II
Unit 2: Self-management Skills – II
Unit 3: Basic Information and Communication Technology Skills – II
Unit 4: Entrepreneurial Skills – II
Unit 5: Green Skills – II
Vocational Skills – 70 Marks
Unit 6: Cash and Credit Transactions
Unit 7: Return and Exchange of Goods
Unit 8: POS Procedure for Age-restricted Products
Unit 9: Health and Safety Practices
Unit 10: Working in a Team & Organisation
PART II: INTERNAL ASSESSMENT (PRACTICAL) – 100 MARKS
Practical Work – 70 Marks
Practical Examination – 40 Marks
Practical File – 10 Marks
Viva Voce (based on Practical Examination/File) – 20 Marks
Project Work – 30 Marks
Report of Field Visit/ Project – 10 Marks
Student Portfolio – 10 Marks
Viva Voce (based on Report of Field Visit/Student Portfolio/Project) – 10 Marks

PART I: THEORY – 100 MARKS

Employability Skills

Unit-1: Communication Skills – II

Learning Outcome 1.1: Demonstrate knowledge of various methods of communication

Theory	Practical
1. Methods of communication (i) Verbal (ii) Non-verbal (iii) Visual	▪ Writing pros and cons of written, verbal, and non-verbal communication ▪ Listing dos and don'ts for avoiding common body language mistakes

Learning Outcome 1.2: Provide descriptive and specific feedback

Theory	Practical
1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback – written comments or conversations 4. Specific and non-specific feedback	▪ Constructing sentences for providing descriptive and specific feedback

Learning Outcome 1.3: Apply measures to overcome barriers in communication

Theory	Practical
1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	▪ Enlisting barriers to effective communication ▪ Applying measures to overcome barriers in communication

Learning Outcome 1.4: Apply principles of communication

Theory	Practical
1. Principles of effective communication 2. 7Cs of effective communication	▪ Constructing sentences that convey all facts required by the receiver ▪ Expressing in a manner that shows respect to the receiver of the message ▪ Exercises and games on applying 7Cs of effective communication

Learning Outcome 1.5: Demonstrate basic writing skills	
Theory	**Practical**
1. Writing skills related to the following: (i) Sentence (ii) Phrase (iii) Kinds of Sentences (iv) Parts of Sentence (v) Parts of Speech (vi) Articles (vii) Construction of a paragraph	▪ Demonstration and practice of writing sentences and paragraphs on topics related to the subject

Unit-2: Self-management Skills – II

Learning Outcome 2.1: Apply stress management techniques	
Theory	**Practical**
1. Meaning and importance of stress management 2. Stress management techniques – physical exercise, yoga, meditation 3. Enjoying going to vacations and holidays with family and friends 4. Taking nature walks	▪ Exercises on stress management techniques – yoga, meditation, physical exercises ▪ Preparing a write-up on an essay on experiences during a holiday trip

Learning Outcome 2.2: Demonstrate the ability to work independently	
Theory	**Practical**
1. Importance of the ability to work independently 2. Describe the types of self-awareness 3. Describe the meaning of self-motivation and self-regulation	▪ Demonstration on working independently on goals ▪ Planning of an activity ▪ Executing tasks in a specific period, with no help or directives ▪ Demonstration on the qualities required for working independently

Unit-3: Basic Information and Communication Technology Skills – II

Learning Outcome 3.1: Distinguish between different operating systems

Theory	Practical
1. Classes of operating systems 2. Menu, icons, and taskbar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders	▪ Identification of taskbar, icons, menu, etc. ▪ Demonstration and practice of creating, renaming, and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin

Learning Outcome 3.2: Apply basic skills for care and maintenance of computer

Theory	Practical
1. Importance and need of care and maintenance of computer 2. Cleaning computer components 3. Preparing maintenance schedule 4. Protecting computer against viruses Scanning and cleaning viruses and removing SPAM files, temporary files, and folders	▪ Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software

Unit-4: Entrepreneurial Skills – II

Learning Outcome 4.1: List the characteristics of a successful entrepreneur

Theory	Practical
1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option	▪ Writing a note on entrepreneurship as a career option ▪ Collecting success stories of first generation and local entrepreneurs ▪ Listing the entrepreneurial qualities – analysis of strength and weaknesses ▪ Group discussion of self-qualities that students feel are needed to become a successful entrepreneur ▪ Collect information and related data for a business ▪ Making a plan in team for setting up a business

Unit-5: Green Skills – II

Learning Outcome 5.1: Demonstrate the knowledge of importance, problems and solutions related to sustainable development

Theory	Practical
1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development	▪ Identify the problem related to sustainable development in the community ▪ Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage ▪ Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values ▪ Preparing models on rainwater harvesting, drip/sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.

Vocational Skills

Unit-6: Cash and Credit Transactions

Learning Outcome 6.1: Describe the components of credit to customers

Theory	Practical
1. Meaning of cash and credit transaction 2. Risk to the company offering credits 3. Credit limit and need to set-up credit limit 4. Company guidelines to set credit limits 5. Reasons of missed payments 6. Company guidelines to deal with customers who cross their credit limit and report them 7. Dealing with customer with overdue payments 8. Guidelines for managing customers with overdue payments	▪ Deal with customers with overdue payments ▪ Follow the guideline for managing customers with overdue payments and report to the right person

Learning Outcome 6.2: List the legal rights and obligations of a customer	
Theory	**Practical**
1. Meaning of credit rights and obligations 2. Legal rights of customers in relation to credit 3. Legal obligation of customers in relation to credit 4. Legal rights and obligations of retailer in relation to credit	▪ Visit to a retail store to observe legal rights and obligation ▪ Follow legal rights and obligations of customers in relation to credit

Learning Outcome 6.3: Collect the credit from customers	
Theory	**Practical**
1. Receiving, checking, recording, informing, and storing the payment from customers 2. Acceptable ways for customer to make payments 3. Company's procedures for storing cash and cash equivalents securely 4. Types of problems for sorting out cash	▪ Draw a chart containing acceptable ways for customers to make payments ▪ Visit a retail store to observe company's procedures for storing cash and cash equivalents securely ▪ Handle various types of problems for sorting out cash with suitable measures

Learning Outcome 6.4: Process of reconciling customer accounts	
Theory	**Practical**
1. Meaning of reconciling customer accounts 2. Purpose of reconciling customer accounts 3. Process of reconciling customer accounts accurately 4. Factors to be considered while reconciling customer accounts 5. Sort out and report the problems while reconciling customer accounts	▪ Visit to a retail shop to observe the process of reconciliation of customer accounts ▪ Prepare a chart on factors to be considered while reconciling customer accounts ▪ Prepare a presentation on problems while reconciling customer accounts ▪ Report problems through role play

Unit-7: Return and Exchange of Goods

Learning Outcome 7.1: Identify the store policies and procedures for returned goods

Theory	Practical
1. Meaning of returning goods 2. Reasons for returning goods 3. Returnable items 4. Company policy on time of replacement and refund of returned goods 5. Company procedure for return and replacement 6. Return shipment options, return to vendor 7. Returning goods without a receipt	▪ Follow return and replacement policy ▪ Demonstrate the procedure of return shipment options, return to vendor ▪ Role play on return of goods in the class

Learning Outcome 7.2: Choose process of returning the goods and process of refund payment

Theory	Practical
1. Returning goods and its condition while returning 2. Problems in returning process 3. Stock control system 4. Return management process (i) Complete information of returned goods (ii) Update control system (iii) Label the products which are returned (iv) Move the goods at returning place 5. Refund payment policy 6. Refund payment process 7. Mode of refund payment 8. Raising credit note	▪ A field visit to the retail store to observe the return of goods, identify its problems and best practices ▪ Chart on problems of return processing in the retail store or retail warehouse

Learning Outcome 7.3: Decide the value of items offered in part exchange by customers	
Theory	**Practical**
1. Inspect the items being offered and protect from damage 2. Calculate the cost of exchange value of items as per company guidelines 3. Part-exchange value and its benefits 4. Company policies and procedures for checking ownership of the item 5. Consequences of not checking the ownership properly 6. Accept or reject the returned goods as per company policy 7. Terms and conditions of sale for items 8. Dealing with customer objections 9. Treating customers properly during valuation and negotiations process 10. Filling paperwork when buying exchange items	▪ Visit the retail store to know how to calculate the cost of exchange value of items ▪ Visit the retail store to know the terms and conditions for checking the ownership ▪ Make a chart for filling paperwork when buying exchange items

Learning Outcome 7.4: Handle the payments for exchange sale transactions and management of payments received	
Theory	**Practical**
1. Types of payments 2. Company procedures for taking payments: (i) Tell the amount to the customer (ii) Check the amount and means of payment offered (iii) Inform customer if payment cannot be approved (iv) Record payment (v) Keep payment secure (vi) Offer additional services if required 3. Keeping cash and other payments secure 4. Procedure for authorizing non-cash transactions 5. Precautions in doubtful payment 6. Company procedure for dealing with suspected fraud 7. Dealing with customers offering suspect payments	▪ Visit to a retail outlet to observe modes of payment, dealing with suspected customers and keeping the cash and other equipment secure ▪ Demonstrate the procedure for authorizing non-cash transactions ▪ Draw a chart containing company procedures for taking payments

Unit-8: POS Procedure for Age-restricted Products

Learning Outcome 8.1: Identify the age-restricted products

Theory	Practical
1. Meaning of age-restricted products 2. Consequences if a business fails to adhere to norms for sale of age-restricted products 3. Legal action	▪ Conduct role play on a given situation in which an underage customer asks to buy age-restricted product ▪ Visit to retail stores near your home or school and observe the restrictions on sale of age-restricted products Prepare a list of consequences if a business fails to adhere to norms for sale of age-restricted products

Learning Outcome 8.2: Describe the retail policies and procedures for age-restricted products

Theory	Practical
1. Legal requirements for asking proof of age 2. Company policies and procedures for asking for proof of age 3. Retailer policies and procedures for sale of age- restricted products 4. Various steps followed by the retailer to prevent sales to under aged	▪ Visit to a retail outlet to observe the sale of age-restricted products – practices adopted, training of staff on the issue, guidance to the staff, refund on sale, etc. ▪ Chart out a retailer's policies and procedures for age-restricted products

Learning Outcome 8.3: Follow the company policies and procedures for refusing sale of age-restricted products

Theory	Practical
1. Types of proof of age accepted by the company 2. Company policies for refusing sale of age-restricted products 3. Company procedure for refusing sale of age-restricted products	▪ Draw a chart containing types of documents for age proof for sale of age-restricted products ▪ Visit the retail store to know the company policies and procedures for refusing sale of age-restricted products

Learning Outcome 8.4: Company policies or procedures for telling customers how to get proof of age

Theory	Practical
1. When is there a need for proof of customer age? 2. What proof of age are accepted? 3. How to get a proof of age?	▪ Visit the retail store to know what age proof is accepted in case of sale of age-restricted products

Unit-9: Health and Safety Practices

Learning Outcome 9.1: Describe the health and safety requirements

Theory	Practical
1. Meaning of health and safety 2. Plan a cleaning schedule 3. Differentiate between health and hygiene 4. Materials used for maintaining hygiene in retail store 5. Health and safety requirements at work 6. Study the ways to encourage colleagues to follow the health and safety norms	▪ Visit a retail store to know good practices for maintaining good health and hygienic conditions at the retail store ▪ Demonstrate the ways to encourage colleagues to follow the health and safety norms

Learning Outcome 9.2: Identify and report accidents and emergencies

Theory	Practical
1. Meaning of accidents and emergencies 2. Identify the accidents and emergencies 3. Company procedures for preventing further injuries 4. Act within the limits of responsibility and authority 5. Instruction given by senior staff and emergency services	▪ Demonstrate how to deal with irate customers carefully ▪ Prepare a chart on company procedures for preventing further injuries

Learning Outcome 9.3: List the equipment and materials to protect health and safety

Theory	Practical
1. Meaning of health and safety risk 2. Safety equipment and common concern in retail stores 3. Potential hazards in retail store 4. Trace out the approved actions to deal with risks 5. Company procedure and legal requirements for reducing health and safety risks	▪ Visit a retail store to know the equipment used for safety and preventive measures in the retail store ▪ Select equipment for common safety and health concerns and problems in a given situation. ▪ Prepare a chart on company procedure and legal requirements for reducing health and safety risks

Learning Outcome 9.4: Lifting goods and handling money safely

Theory	Practical
1. Common safe practice concerns for lifting goods 2. Harassment/violence, shoplifting and robbery at workplace and measures to prevent them 3. Handling money equipment 4. Ways to handle money 5. Manage and deal with irate customers and shrinkage 6. Techniques of lifting and handling goods 7. Checking of equipment before use 8. Guidelines and instructions for lifting and handling equipment 9. Safe and effective route for moving goods 10. Responsibilities in lifting and handling operations 11. Maintenance and inspection	▪ Select preventive measures to avoid harassment, violence, shoplifting and robbery ▪ Visit a retail store and demonstrate the safety measures followed before lifting goods to protect staff and select suitable equipment and accessories ▪ Visit a retail store to learn the safe handling of money

Unit-10: Working in a Team & Organization

Learning Outcome 10.1: Support the teamwork

Theory	Practical
1. Meaning and importance of teamwork 2. Value system of the organization 3. Job prospects in retail cashier and retail sector remuneration 4. Support the teamwork by: (i) Being courteous (ii) Helpful behaviour (iii) Enhancing level of assistance (iv) Meeting reasonable request (v) Completing allocated task (vi) Seeking assistance in difficulties (vii) Using questioning techniques for clarity (viii) Identifying and displaying non-discriminatory attitude	▪ Demonstrate an example of teamwork ▪ Prepare a chart on career prospects in retail ▪ Prepare and give a presentation on supporting teamwork ▪ Visit the retail store to know the retailer's policy for customer service information and list what kind of services they render ▪ Demonstration of teamwork in the classroom with video clips

5. Support the organization's work by: (i) Sharing work fairly (ii) Taking own and other's preference into consideration (iii) Skills and time available (iv) Making realistic commitments (v) Informing colleagues if you can do work on time (vi) Suggesting alternatives (vii) Encouraging and supporting colleagues when task is difficult (viii) Following company's health and safety procedures	

Learning Outcome 10.2: Describe the employees' rights and responsibilities

Theory	Practical
1. Rights of employees 2. Responsibilities of employees 3. Help plan and organize own learning (i) Goals are realistic, relevant, and clear (ii) Identify the knowledge and skills required (iii) Agree on action points and deadlines (iv) Check progress (v) Ask for feedback on progress 4. Help plan and organize other's learning (i) Encourage colleagues to ask work-related information (ii) Offer advice when colleagues face difficulties in performing tasks (iii) Give information and advice related to tasks and procedure (iv) Demonstrate the procedure to complete the task (v) Encourage colleagues to ask questions (vi) Provide opportunities to practice new skills and give constructive feedback	▪ Visit the retail store to draw a chart on responsibilities of employees ▪ Demonstrate the employee rights through role play in a given situation ▪ Make a chart showing how to help in planning and organizing self-learning and other's learning

Learning Outcome 10.3: Choose team aims and targets	
Theory	**Practical**
1. Concept of working in a team 2. Importance of teams to achieve targets in retail 3. Sources of setting goals 4. Maintain team morale 5. Tools and techniques available to set team performance targets and how to work as a team 6. Team feedback and its importance	▪ Visit a retail store to get the sources of setting goals ▪ Demonstrate how to maintain team morale

Learning Outcome 10.4: Develop effective work habits	
Theory	**Practical**
1. Skills required for achieving goals 2. Monitoring attainment of goals (i) Checking progress (ii) Asking feedback (iii) Responding positively (iv) Adjusting plans 3. Handle the risks in the job of cashier 4. Interpret, confirm, and act on: (i)Workplace information (ii) Instructions (iii) Procedure 5. Legal requirements in case of (i)Discrimination (ii) Sexual harassment (iii) Bullying 6. Balancing work and personal priorities	▪ Prepare a chart on skills required for achieving goals ▪ Demonstrate the handling of risk in the job of cashier ▪ Role play on given situations, like, gender discrimination

PART II: INTERNAL ASSESSMENT (PRACTICAL) – 100 MARKS

Practical Work

- Practical Examination – 40 Marks
- Practical File – 10 Marks
- Viva Voce (based on Practical Examination/File) – 20 Marks

The Practical Work allows candidates to demonstrate that they have knowledge and understanding of performing a task. This will include the hands-on Practical Examination and viva-voce. In addition, candidates will be required to maintain a practical file of the work done throughout the year.

*Candidates will be required to perform any **two** practicals selected by the external examiner. The two practicals selected by the external examiner will be from different units of the syllabus.*

Project Work

- Report of Field Visit/Project – 10 Marks
- Student Portfolio – 10 Marks
- Viva Voce (based on Report of Field Visit/Student Portfolio/Project) – 10 Marks

Project Work aims at assessing the practical skills of candidates over a certain period of time. This includes report of field visits, project undertaken, student portfolio along with viva-voce.

*Candidates are required to have completed **one** project on a topic of their choice from any topic/allied aspect covered in the syllabus. The project may include case study (example, study of a local industry/business), survey, model making, poster making/creation of audio-visual aids, interview of an entrepreneur from the local industry, etc.*

Candidates should maintain record of the field visits undertaken during the year. This should include subject-specific information obtained from the experts/observations made during the field visits.

The student portfolio is a compilation of work done by the candidate throughout the year, and may include reports, articles, photos of products prepared by the candidate in relation to the unit of competency.

EVALUATION

The practical and project work is to be evaluated by the subject teacher and by an External Examiner. The External Examiner shall be nominated by the Head of the school and may be a teacher from the faculty, but not teaching the subject in the relevant section/class.

The Internal Examiner and the External Examiner will assess the candidate's work independently.

Award of Marks	(100 Marks)
Subject Teacher (Internal Examiner)	50 marks
External Examiner	50 marks

The total marks obtained out of 100 are to be sent to the CISCE by the Head of the school.

The Head of the school will be responsible for the online entry of marks on the CISCE's CAREERS portal by the due date.

Teaching-learning Activities

For effective transaction of the subject content a combination of classroom activities, practical work and field visits/educational tours are to be used by the teacher.

Special emphasis should be laid on occupational safety, health and hygiene while conducting the teaching-learning activities.

Classroom Activities

Classroom activities, including, interactive lecture sessions followed by discussions should be conducted by the subject teachers, using a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc.

Practical Work

Practical work may include but not be limited to hands-on training, simulated training, role play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques.

Field Visits/Educational Tours

Students should be taken for field visits to give them an opportunity to interact with experts and to expose them to the various tools, equipment, materials, procedures, and operations in the workplace. During field visits, students should obtain subject-specific information from the experts or make a record of the activities observed.

A checklist of observations to be made by the students during the field visits should be developed by the teachers for systematic collection of information by the students on the various aspects.

For example, a visit may be organised to a retail store where the students may observe the following: location, site, mother block, office building, store layout, store design, arrangement of products in racks, signage, display of products, arrangement of products into gondolas, billing counter, baggage of products, information counters, etc.

During the visit, students may obtain the following information from the owner or the supervisor or manager of the retail store:

- Area under the retail store
- Store layout and design
- Type of retail store
- Types of racks used
- Procedure for receiving goods
- Storage of goods
- Stock levels maintained
- Communication between salespersons and customers
- Communication between salespersons and other stakeholders of the retail store
- Segmentation of products
- Arrangement of products in racks, gondolas, etc.
- Display of products
- Types of signage and their usefulness

- Duties and responsibilities of Store Operations Assistant
- Billing system (traditional/computerised)
- Workforce engaged
- Total expenditure of retail store
- Total annual income
- Profit/loss (annual)
- Any other information

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace. Schools may identify different opportunities for field visits within a short distance from the school and make necessary arrangements for the same.

List of Equipment and Materials

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

S. No.	Item name, description & specification
1.	Shelves for stacking products
2.	Shopping cart
3.	Retail signage board
4.	Offer/policy signage
5.	Big poster (at POS) for offer-related advertisement
6.	Gondola
7.	Products for display (dummy cameras and mobiles)
8.	Danglers
9.	Coupons and vouchers
10.	Carry bags
11.	Physical bill copy
12.	Barcode machine
13.	Customer feedback form
14.	Safety and security equipment on site: Fire extinguisher Security cameras LCD screens Safety sign boards Personal protective equipment (PPE) like gloves, helmets, jackets, harness etc.

	Locking systems
15.	Housekeeping equipment on site: Vacuum cleaner Mops Cleaning chemicals Cleaning robots Air purifiers Filtering machines Spill absorbents

Teacher Qualifications

The suggestive qualifications and minimum competencies for the subject teacher are as follows:

- Graduate or Diploma in Retail Management, P.G. Diploma in Marketing with at least 50% marks and 1 year teaching/work experience

  OR

  MBA (Retail Marketing) and/or PG Diploma in Retail Management
- Effective communication skills (oral and written)
- Basic computing skills
- Technical competencies