



Retailing

Student Handbook
Level-I

CLASS
— IX —



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092 India

Retailing – Class IX

PRICE: ₹ 220/-

First Edition 2013, CBSE, India

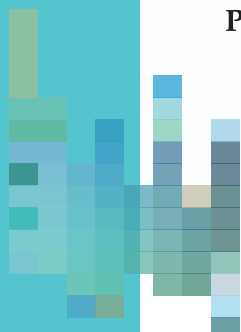
Copies: 1000

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Published By : The Secretary, Central Board of Secondary Education,
Shiksha Kendra, 2, Community Centre, Preet Vihar,
Delhi-110092

Design, Layout : Multi Graphics, 8A/101, WEA Karol Bagh, New Delhi-110005
Phone: 011-25783846

Printed By :



भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण ¹[प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

और ²[राष्ट्र की एकता और अखंडता]

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा (12.12.2002) से अंतः स्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)

Preface

Retail sector plays a vital role in economic development of an economy. It employs a large number of workforce and its contribution to national income is also substantial. In India scenario the retail sector employs about 8% of total working population. Approximately 40 million people are employed in 6 million retail outlets throughout the country. 22% of national income is accrued from this sector. The retail sector is classified in two categories - unorganised retail sector and organised retail sector. The unorganised retail sector comprised various independent shops such as kirana shops, cloth shops, utensil shops, medical stores, etc. These are traditional local shops in a market place or in residential area. The other format of retailing is organised one. The organised retailing in India is relatively new. During last twenty years, this sector has experienced very fast growth. From 5% of total retail in 2005, its present share is 16%. The organised retail format includes department stores, fast food outlets, supermarkets, malls, hypermarkets, specialty stores etc.

Our objective to start a vocational course in retailing for class XI is that there are lakhs of students who want to do some job after finishing their schooling. A traditional course in school does not equip the students any specialisation in any field. In India there is a huge pool of educated unemployed persons. It is difficult to get a job after passing from schools without having acquired vocational skills necessary for a job. According to an estimate only 12 percent students are able to go to various colleges in India. Rest 88 percent can be considered as drop-outs after their higher secondary level of schooling. Most of them do not reach to colleges because of financial constraints besides other reasons. Under the circumstances it becomes the responsibility of the concerned government/authorities to provide meaningful vocational curriculum at the higher secondary school levels. So that after perusing a vocational course a student will be in a better position to join the job markets.

To achieve this objective, CBSE (Central Board of Secondary Education) has started a lot of vocational course in emerging areas for example Retail, IT, Automobile etc. After necessary knowledge in retailing, the students will have an edge over others in getting jobs of their choice in this sector as this sector is growing very fast and lakhs of manpower requirements have been estimated to come up annually.

In the present material on Retail the subject matter has been presented in a student friendly manner. Efforts have been made to put before the readers the material in a form that could explain the real world of retailing in an interesting and lucid manner.

In course of developing this material there has been a series of review by a team of experts drawn from industries/retail houses as well as academicians with expertise in this subject. The Board places on record its highest appreciation and sincere thanks to all these team members/experts involved for the vital suggestions and support received. Special mention may be made of the efforts made by the Members from Alliance Educare towards the contribution for the material.

Any suggestions, feedback from the readers for improvement in the future editions of the volume shall be heartily welcomed.

Sh. Vineet Joshi, IAS
Chairman (CBSE)



Acknowledgements

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2. Dr. Sadhana Parashar, Director (Training) CBSE

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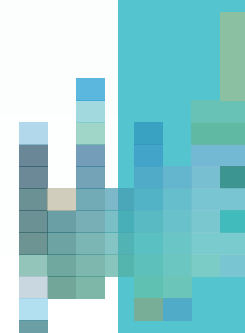
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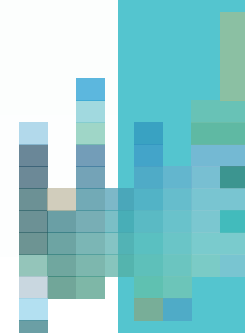
Competency Based Curriculum

1. **Title:** Retailing
2. **Code:** RS101
3. **Nominal Duration:** 200 Hrs.
(Learner's Room : 120 hr, Practical : 60 hr, Industry : 20 hr.)
4. **Certificate Level:** NVEQ 1 (Class-IX)
5. **Job Role :** Retail Bagger
6. **Prerequisite:** None
7. **Co-requisite:** None
8. **Resources**
The students/trainees must be provided with the following:
R1: Student workbook
R2: Notebook
R3: Pen, pencil, eraser
R4: Charts
R5: Colour pencils/pen
R6: Computer System with related peripherals (like Barcode Scanner etc.)
9. **Teaching/Training Methodologies**
T1: Interactive Lecture
T2: Assignment
T3: Case Based Method
T4: Role Play
10. **Assessment Methods**
A1: Written Examination
A2: Practical Examination
11. **Session wise Learning Outcomes:** Upon completion of the session, the learner/trainee will be able to:



Session	Learning Outcomes
Unit-1: Introduction	
Session-1: Identifying products in retailing	Identify different types of consumer products Categorize products into durable and non-durable
Session-2: Identifying elements of retailing	Identify perishable products Identify non-perishable products Identify the elements of retailing in a given scenario
Session-3: Identify major retailer	Identify the type of store
Session-4: Identify key activities in retail	Identify the various elements of retailing in a given scenario or store
Unit-2: Consumer Behavior	
Session-1: Defining Consumer behavior and its scope	Identify the need of studying consumer behavior Understanding the steps involved in Consumer decision making process.
Session-2: Introduction to Consumer behavior	List the factors involved in buying behavior and buyer roles
Unit-3: Careers in Retailing	
Session-1: Entry level jobs in retail operations and customer service	List departments within a retail organisation Able to list jobs and their role and responsibilities within a retail organisation
Session-2: Managerial jobs in retail operations and customer service	List departments within a retail organisation Able to list jobs within a retail organisation
Session-3: Jobs in merchandising	List role and responsibilities of a visual merchandiser Able to list role and responsibilities of retail sales merchandiser
Session-4: Jobs in human resource management	Understand the jobs in HRM
Unit-4: Products Classification	
Session-1: Types of products	Identify different types of products both perishable and non-perishable and their further classification
Session-2: Types of Products-based on branding	List the branding and non-branding products
Session-3: Product Handling	Understand the importance of product handling in a retail store

Unit-5: Basic Hygiene and Safety Practices	
Session-1: Maintaining hygiene in retail store	Clean glass using appropriate materials and tools Clean wood using appropriate materials and tools
Session-2: Following safe practices at retail store Relevant knowledge	Identify potential health hazards and risks at workplace List the measures to be taken for preventing health emergency in a given scenario
Session-3: Preventing and extinguishing small fires	Demonstrate the procedure for extinguishing small fires
Unit-6: Personality Development (Communication at Workplace)	
Session-1: Understanding communication cycle	Identify elements of communication cycle Able to draw a diagram of communication cycle
Session-2: Types of communication	Able to apply elements of verbal communication in a given situation
Session-3: Overcoming barriers in communication	Identify barrier (s) in communication Apply strategies to overcome barriers in communication
Session-4: The Art of Communicating Effectively with Customers	Communicate effectively to meet the customer's requirements in a given scenario Demonstrate how to communicate effectively through telephone Demonstrate how to communicate effectively through email
Unit-7: Profile of a Retail Bagger	



Contents

Unit-1:	Introduction	1
Unit-2:	Consumer Behaviour	25
Unit-3:	Careers in Retailing	36
Unit-4:	Product Classification	53
Unit-5:	Basic Hygiene and Safety Practices	67
Unit-6:	Personality Development (Communication at Workplace)	83
Unit-7:	Profile of a Retail Bagger	103