

Organized Retailing NVEQF Level 1			
S N	Unit Title	Contents	Distribution of Marks
1	Retailing Basics	Session 1: Basics of Retailing - Identify the functions of a retailer - Evaluate the services to be rendered by retailers to the customers - Identify the essential requirements of retailers Session 2: Organized and Unorganized Retailing - Identifying organized and unorganized retailing Session 3: Store and Non-store Retailing - Identifying the basis of classifying the retailing - Classify the various formats of store and non-store retailing Session 4: Indian and Global Retailer - Identify Major Retailers	05+03=08
2	Communication Basic	Session 1: Introducing and Greeting - Introduce and greet in a proper way Session 2: Framing of Questions and Complete Sentences - Framing of question and sentence Session 3: Dealing with Customers in Retail Environment - Dealing with customers while they are shopping for goods Session 4: Principles of Communication - Identify elements of communication cycle	02+01=03
3	Goods Management in Retail	Session 1: Types of Retail Goods- Identify retail goods Session 2: Material Handling - Demonstrate the process of material management - Identify the types of material handling equipment Session 3: Documentation in Goods Handling - Identify the various documents used in goods moving. Session 4: Procedure for Goods Moving - Identify the procedure of moving of goods.	05
4	Customer Service	Session 1: Conceptual Framework - Differentiate between consumer and customer - Identify customer's needs Session 2: Effective Customer Service - Identify the effective customer service- Dealing effectively with customers Session 3: Customer Service in Retail - Role of customer service - Customer Service & Retail Industry Session 4: Elements of Customer Service - Identify the elements of Good customer service- Enlist the advantages of customer service	03+02=05
5	Packaging and Bagging in Retail	Session -1: Packaging Materials - Identify the competencies required in bagging and packaging while delivering goods - Describe the role and functions of people involved in work during packaging & bagging Session-2: Use of Packaging Equipment - Handle the various types of packaging equipments Describe the procedure of equipments handling for bagging/ packaging the goods Session 3: Procedure for Bagging and Packing - Learn the step by step procedure of using packaging material & Equipment for bagging and packaging. Session 4: Marking and Labeling - Identify the competencies required for understanding the various methods of labeling used in retailing. - Evaluate the various purposes of labeling and marking	03+01=04
6	Hygiene and Safety Practices in Retail	Session 1: Basic Hygiene and Safety Practices - Describe the importance of maintaining hygienic conditions in retail store Session 2: Potential Hazards at Workplace - Describe potential hazards & safe practices to be adopted at retail store.- Extinguishing small fires Session 3: Safety Measures at Workplace - Practice safety measures and tips to control injuries, violence, harassment, shoplifting and robbery - State how to handle money equipment, machines, irate customers and shrinkage Session 4: Precautions to be taken for safety	05+01+01=07
7	Work Integrated Learning	Session 1: Retail Store Types - Classify the stores in retailing Session 2: Career Prospects in Retail - Identify the various job opportunities and career prospects in retailing Session 3: Writing a Resume - Enlist the various types of resumes used frequently for job in retail sector Session 4: Writing a Job Application - Identify basic points for writing Job Application	02+01=03

The web addresses for access the following materials:

- 1) For curriculum and syllabus softcopy of 9th class(Level-1) will be available at www.psscive.nic.in , www.himachal.nic.in/higher education/ recourse centre/NVEQF & www.cive.org
- 2) For National occupational standard of concerned sector are available at: www.nsd.org at NOS

For reporting at District and State:

- 3) You will report to your following official from Govt side at your district and state:
 - 1) School coordinator and Principal of concerned school.
 - 2) District Project officer cum Principal DIET
 - 3) District Coordinator Vocational Education (RMSA) at DIET.
 - 4) Dr. G.N. Chauhan, State Nodal officer Shimla
 - 5) Sh. Ghanshyam Chand, State Project Director RMSA.
- 4) For Vocational Trainer Providers (VTP)side:
 - 1) State coordinator
 - 2) State Project Manager
 - 3) Company heads

Organized Retail
9th (Normal Track)

Time: 3:00 Hours

MM: 35

NOTE:-- (i) All questions are compulsory.
(ii) Answer should be brief and to the point.
(iii) Answer to question of 1 mark in one word or in a line, 2 marks in 20 to 40 words, of 3 marks in 40 to 60 words and 5 marks in 60 to 90 words.

Q.1 Answer the following questions.

(5X1=5)

- (a) What is retailing?
- (b) Write any three major retailers?
- (c) Define Communication?
- (d) Define Consumers?
- (e) Write any four methods of packaging?

Q.2 Answer the following questions in brief

(2X3=6)

- (a) What are Super Markets?
- (b) What are the question words? Explain.
- (c) Explain why do we need to differentiate goods?

Q.3 Answer any three questions.

(3X3=9)

- (a) Differentiate between precautions and safety measures?
- (b) What is the safety measures adopted if robbery occurs?
- (c) What are the different types of labels?
- (d) What are the advantages of customer service?

Q.4 Attempt any three questions.

(3X5=15)

- (a) What is the difference between organized and unorganized Retailing.
- (b) What are the various forms of non store retailing?
- (c) What are the material handling principles? Explain.
- (d) What are the contents of Job application?

Organized Retail (Practical)
9th (Normal Track)

Time: 3:00 Hours

MM: 50

NOTE: The candidates are required to perform any two practicals.

Marks Distribution

(a) Objective	01
(b) Circuit diagram/Figure	03
(c) Theory and procedure	03
(d) Performance	10
(e) Practical copy and Charts	03
(f) Viva and Project/Model	05

Attempt any two practical's.

Q.No.1 Write and demonstrate the basic hygiene and safety practice in retail store?

Q.No.2 Write and demonstrate different methods of Packaging?

Q.No.3 Describe and demonstrate preventing and extinguishing small Fires.

(2X25=50)

Organized Retailing

NVEQF Level 1 – Class IX

RETAIL BUSINESS

Teacher's Handbook



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PSS Central Institute of Vocational Education, NCERT, Bhopal

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Preface

The Teacher's Handbook on "Retail Business" is a part of the qualification package for students who have passed Class VIII or equivalent examination which was developed by the Retailers Association of Skill Council of India (RASCI) for National Vocational Education Qualification Framework (NVEQF) is an initiative of Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

A retailer is the one who stocks the producer's goods and is involved in the act of selling to the customer or consumer, at a margin of profit. Retailing is the last link that connects the individual consumer with the manufacturing and distribution chain. It adds value in terms of bulk breaking and providing a wide variety of goods and services to customers. The retail industry is divided into organized and unorganized sectors. Organized retail can be categorized by the type of products retailed as well as the by the different kind of retail formats. The major retail formats include Department stores, Supermarkets, Hypermarkets, Specialty stores, convenience stores, and Kiosks. The various operations involved in store operation and management include Store Operations, Back end Operations, Merchandising, Logistics and Distribution, Marketing, Procurement/Purchase, Salesmanship and Corporate Services.

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace. Experiential learning, which is cyclical process involving observation, reflection and action, should be an integral part of the teaching-learning process. Attempt by the students to solve problems, guided by the teachers or instructors, would enable them to explore and discover new knowledge and develop problem solving skills. A range of pedagogies, including interactive lecture, role plays, case studies, assignments, projects and on-the-job activities that provide students with generic, technical and professional knowledge and skills should be adopted by the teachers and instructors to foster student-centred learning.

The success of this effort depends on the steps that school Principals and Teachers will take to encourage children to reflect their own learning and to pursue imaginative and on the job activities and questions. Participation of learner in skill development exercises and inculcation of values and creativity is possible if involve children as participant in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time table would be a necessity to maintain the rigour in implementing the activities and equated number of teaching days will have to be increased for teaching and training.

The suggestions by the teachers and other stakeholders in education and training will be of great value to us in bringing about qualitative improvement in the teacher's handbook.

Acknowledgements

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About the Handbook

The Teacher's Handbook is to assist you with teaching and training their students for meeting the occupational standards for **Organized Retail Sector** set by the Retailers' Association of Skill Council of India (RASCI) for National Vocational Education Qualification Framework (NVEQF) is an initiative of Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

Occupational Standards describe that individuals need to know, understand and do in order to carry out a particular job role functions. These are the standards that individuals must achieve when carrying out the various functions at the workplace. The Teacher's Handbook on **Retail Business** covers the following sections:

Section 1: National Occupation Standards

This section explains the National Occupation Standards (NOS) which specifies standard for the particular competence statement. These competencies are further subdivided into the elements of competence. Each element of competence will be specified to the knowledge and skills which will be further evaluated by the performance criteria.

Competence Statement: Competence is to the attainment of demonstration of skills, knowledge and attitudes to meet the specified standards of performance. It focuses on outcomes what will and individual know and what will be able to do. Competence Statement indicates the more number of competencies having in the form of statement. For example, under the competence statement **delivery of products to the customers** it fix-up the range of each and every competency which identifies the range of context and conditions to which the performance criteria apply. It defines the boundaries within which a competency and its performance criteria apply. It also describes specific factors which are applicable between different work sites and environment.

Elements of Competence: Elements are describing the things which the employee is able to do on the job in terms of actions, outputs and outcomes, which are demonstrable and accessible. They are a sub-grouping of actions and knowledge, which contributes to a unit of competency.

Knowledge and Skills: These are indicators that relevant theory information and practical exercises to be able to perform particular competency related to a particular module. It includes relevant contents of the module such as principles, methods & techniques, data & information and evidence requirements.

Performance Criteria: It sets out the required level of job performance in evolving terms i.e. in a way that an assessor can use to decide whether or not it is acceptable. They are a guide to assessment, not the actual assessment document or tool. Under the Performance Criteria, range statement identifies the range of context and conditions to which the performance criteria apply. It places the unit of competency in the context in which performance should be demonstrated. It defines the boundaries within which a unit of competency and its performance criteria apply. It also describes specific factors, which are applicable between different work sites and environment.

Section 2: Module Information

This section introduces the topics of the Module. It also explains what you will learn through the various sessions covered in the Module.

Section 3: Module Sessions

Relevant Knowledge: This section provides with the relevant information on the topic(s) covered. The knowledge developed through this section will enable to perform certain activities. You should read through the information to develop an understanding on the various aspects of the topics. It also boosts the teachers how to prepare the power point presentations slides and what kind of tips are actually provided to the students for easily understanding the lesson.

Session Plan: This section elaborates the planning of the session which includes the session topic, objectives, materials/equipments required, preparations, teaching/training methodology. Under the teaching/training methodology the teachers are able to plan how much duration required for interactive lecture, what kind of practical sessions are engaged, and what type of discussions were made.

Checklist for Assessment Activity: It prepares performance evaluation of the students, evaluate the classroom discussions and assessment of performance standards.

Section 4: Suggested Support Material/References

The suggested support material includes Reference Books, Text Books, Study Material etc.

General Instructions for Teachers

- Read the Teacher's Handbook carefully before teaching or conducting the training.
- Follow the session plan strictly.
- Familiarize yourself thoroughly with the relevant knowledge and skills to be transferred.
- Ensure all materials/aids/equipment required for teaching and training is available.
- Introduce the skill by explaining the purpose.
- Demonstrate the skill to the participants, explaining each step in detail.
- Invite the students to ask questions.
- Ask the students to practice the skill themselves and make observation while they perform the task.
- Provide the students with constructive feedback.
- Discuss in class, the problems faced by the students in performing the task.
- Summarize the key learning.
- Ensure key learning is captured and performance standards are met at the end of each session.
- Regularly check student's workbook to ensure all exercises are being completed on time.
- Ensure that all participants complete the required assessments given in the student workbook.
- Always encourage participants. Never discourage them from getting actively engaged in discussions, question-answer sessions and task-oriented activities.

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National Occupation Standards (NOS)

National occupation standards specifies standard for the particular competence statement. These competencies are further subdivided into the elements of competence. Each elements of competence will be specifies to the knowledge and skills which will be further evaluated by the performance criteria.

Competency Statement

Competence is to the attainment of demonstration of skills, knowledge and attitudes to meet the specified standards of performance. It focuses on outcomes what will and individual know and what will be able to do. Competence Statement indicates the more number of competencies having in the form of statement. For example, under the competence statement **delivery of products to the customers**, fix up the range of each and every competency which identifies the range of context and conditions to which the performance criteria apply. It defines the boundaries within which a competency and its performance criteria apply. It also describes specific factors which are applicable between different work sites and environment. The competence statements with suitable range will be as follows:

Sl. No.	Competence Statement	Range
1	Delivery of products to customers	This competence should be deliver retail products sold to customers based on their request and should also know how to plan delivery schedules which make the best use of time and other resources.
2	Receive goods and materials into storage in a retail environment	This competence is about two aspects of receiving deliveries. The first concerns preparing the receiving and storage areas and making sure the relevant paperwork is in order. The second is about checking deliveries, making sure that they are satisfactory and are offloaded into the right areas, and updating the stock control records.
3	Put goods and materials into storage in a retail environment	This competence is about two areas of responsibility concerning the storage of goods. Firstly, it involves checking that suitable storage space and handling equipment are available. Secondly, it is about putting goods into storage in ways that make the best use of the available space and allow people to reach the goods as needed.
4	Maintenance and cleaning of store area	It provides details pertaining to carrying out routine maintenance and cleaning in retail hypermarket stores.

5	Communicate effectively with stakeholders	This competence provides effective communication and working with stakeholders. Student/trainee equipped being familiar with the various mediums of business communication relevant to his role, communicating effectively with stakeholders & customers using appropriate listening / communication skills and developing and sustaining effective working relationships with stakeholders.
6	Reducing the risks to health and safety at work	This competence provides recognize and respond to health and safety risks in student/trainee workplace and methods for you to contribute to maintaining a safe workplace.

Elements of Competency

Elements describe things, which the employee is able to do on the job in terms of actions, outputs and outcomes, which are demonstrable and accessible. They are a sub-grouping of actions and knowledge, which contribute to a unit of competency. The elements of competencies each competence statement are described as under :

Sl. No.	Competence Statement	Elements of Competence
1	Delivery of products to customers	E1: Delivery of Products to Customers
2	Receive goods and materials into storage in a retail environment	E1: Prepare to receive deliveries in a retail environment E2: Receive deliveries into storage in a retail environment
3	Put goods and materials into storage in a retail environment	E1: Check storage arrangements for goods and materials in a retail environment E2: Put goods and materials into storage in a retail environment
4	Maintenance and cleaning of store areas	E1: Clean store areas according to product safety management procedures E2: Ensuring complete cleaning of store areas
5	Communicate effectively with stakeholders	E1: Handle business communication mediums effectively E2: Communicate effectively with stakeholders & customers E3: Develop and sustain effective working relationships with stakeholders
6	Reducing the risks to health and safety at work	E1: Recognize and respond to risks in your workplace E2: Contribute to maintaining a safe workplace

Competency Analysis

Competence analysis refers to the knowledge, skills and personality traits of each and every competence statement. Knowledge and skills indicates the relevant theory information and practical exercises to be able to perform particular task related to a particular module. It includes relevant contents of the module such as principles, methods & techniques, data & information and evidence requirements. The following are the related knowledge and skills required for each and every competence statement:

Sl. No.	Competence Statement	Knowledge	Skills
1	Delivery of products to customers	<ul style="list-style-type: none"> • How to check that you have all the products you are due to deliver • The equipment, paperwork and details you need to make deliveries and where to get these • The importance of planning an efficient delivery schedule and how to do this • How to check that you have enough fuel for your delivery schedule, and company procedures for getting more fuel if needed • How to transport products and equipment safely and securely • Why it is important to deliver products at the times agreed with customers • The company procedures to follow if you expect to arrive at the customer's premises early or late • Relevant legal restrictions on who can receive delivery • The company procedures to follow when no one is available who can receive the delivery and when the customer rejects the delivery • How to unload goods safely and in ways which protect goods from damage • Why it is important to treat 	<ul style="list-style-type: none"> • Check that you have all the products you are due to deliver • Check you have the equipment and paperwork needed for the delivery • Check that you have all the delivery details you need and that you know how to get to the delivery address • Plan a schedule of deliveries, which makes the best use of time and other resources • Check that you have enough fuel for your delivery schedule and follow company procedures for getting more fuel if needed • Transport products and equipment safely and securely • Deliver products at the times agreed with the customer • Take action in line with company procedures if you expect to arrive at the customer's premises early or late • Follow company procedures for ensuring that deliveries are left only with individuals who may legally receive them • Take action in line with company procedures if no one is available who can receive the delivery or if the customer rejects the delivery • Unload orders safely and in

		<p>customers courteously, and how to do this</p> <ul style="list-style-type: none"> • The records to keep of deliveries and non-deliveries and company procedures for completing these 	<p>ways which protect the order from damage</p> <ul style="list-style-type: none"> • Treat the customer courteously throughout the delivery process • Update records of delivery and non-delivery promptly and in line with company procedures.
2	Receive goods and materials into storage in a retail environment	<ul style="list-style-type: none"> • Why you need to prepare thoroughly to receive deliveries • The information you need about the quantity and nature of deliveries, and how to access and interpret this information • How to identify the quantity and type of storage space needed, and how to check if this is available • Who to tell about any shortage of storage space, and why you should do so promptly • Company procedures for receiving deliveries • Why accurate, complete and up-to-date paperwork is needed, and the possible consequences of not having this • The paperwork you must check and how to identify problems with it • Legal and company requirements for maintaining security and safety during deliveries, and how these relate to the preparations you are required to make • The handling equipment you need, where to find it and how to use it • How to recognise faulty equipment • Who to tell about any faulty equipment that you are not responsible for fixing • Why you must handle goods safely and hygienically, and 	<ul style="list-style-type: none"> • Identify accurately the quantity and nature of the items that are expected and the storage space needed • Check accurately the storage space that is available and promptly report any shortage to the right person • Check that the receiving area is clean, tidy and free from obstructions and dangers • Check that the handling equipment you need is available and is in good working order • Check that the relevant paperwork is complete, accurate and up to date • Check that the type, quantity and quality of items delivered are acceptable • Follow company procedures and policies for refusing faulty deliveries • Record any refusals accurately and tell the right person about them promptly • Check deliveries using methods that are safe and hygienic and that protect the items from damage • Allow deliveries to be off-loaded only into the right areas • Update stock control systems promptly, fully and accurately • Follow legal and company requirements for maintaining security and safety while receiving deliveries

		<p>how to do so</p> <ul style="list-style-type: none"> • Why you must handle goods without damaging them, and how to do so • Where deliveries should be off-loaded • Legal and company equipments for maintaining security and safety while receiving deliveries 	
3	Put goods and materials into storage in a retail environment	<ul style="list-style-type: none"> • Possible causes of the goods and materials you work with deteriorating in storage • The types of storage facilities and conditions that stop the goods and materials you work with deteriorating • The storage facilities available in your workplace and their relevant features • How to check that suitable storage places are available and fit for use • Who to tell if there aren't enough suitable storage places • The handling equipment used for storing goods and materials and how to check that it is available for use • Legal and company equipments for storing deliveries safely and securely • Why stock needs to be rotated • How to position goods so that batches of stock can be reached easily and in the right order • The instructions you need for storing deliveries in the right places and in the right order • Where to get instructions for storing deliveries • How to work safely, securely and efficiently when putting deliveries into storage 	<ul style="list-style-type: none"> • Identify the storage equipments and conditions for the goods and materials you are responsible for storing • Check accurately that suitable storage places are available and in a fit state to use • Tell the right person promptly when there aren't enough suitable storage locations • Check accurately that suitable handling equipment is available for use • Put goods and materials in the right storage facilities within the time allowed • Follow legal and company equipments for storing deliveries safely and securely • Position items in storage so that they can be easily reached when needed • Use the available storage space efficiently • Identify any faulty equipment and fix it when this is your responsibility • Report promptly and to the right person any faulty equipment that it is not your responsibility to fix • Fill in the relevant paperwork fully, accurately and promptly
4	Maintenance and cleaning of store areas	<ul style="list-style-type: none"> • The criticality of your team/you conforming to cleaning specifications, personal hygiene levels, the most 	<ul style="list-style-type: none"> • Acquaint yourself / the service team with cleaning specifications in the business' product safety management

		<p>appropriate cleaning agents, and precautions to be taken while cleaning store areas, shelves / racks / displays / merchandise areas / spaces</p> <ul style="list-style-type: none"> • Implications of you team/ you not notifying sickness, skin disorders, open sores etc • Appropriate procedures to be followed for dismantling and re-assembling shelf / rack / display / merchandise areas / spaces and knowledge of the correct holding area for parts • Ensure the recognizing and reporting of damaged shelf / rack / display / merchandise areas / spaces and labeling them as faulty • How to monitor cleaning of store areas • How to deal with the various exceptions to specifications • How to identify problems with shelf / rack / display / merchandise areas / spaces and the correct procedures for reporting them • The correct place for all store or shelf / rack / display / merchandise equipment to be moved during the cleaning activity • Ensuring that the correct procedures for disposing of waste and slurry are followed 	<p>procedures and ensure conformance to the personal hygiene levels specified in the procedures</p> <ul style="list-style-type: none"> • Ensure conformance to prescribed cleaning specifications • Ensure that the service team report sickness, health or skin disorders, open sores, etc. to you • Ensure they know how shelves / racks / displays / merchandise areas / spaces and other materials are to be cleaned safely, in place and without causing damage • Ensure the team follows instructions and safe working practices while disassembling, handling and re-assembling shelf / rack / display / merchandise areas / spaces and other materials • Ensure exceptions to cleaning specifications are recorded and reported • Assess cleaning carried out by the team / you is against specifications • Ensure the use of safe procedures while going about the cleaning process • Ensure store areas, individual parts of shelf / rack / display / merchandise space, equipment, working area and surfaces and vents are all thoroughly and frequently cleaned • Ensure waste and slurry are disposed of fully and immediately and cleaning equipment, machinery and personal protective equipment are cleaned and secured in their respective storage area • Ensure that pungent or badly smelling items are not stocked or placed close to store products.
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5	Communicate effectively with stakeholders	<ul style="list-style-type: none"> • How to make sure information is correct and current • The different documents / report formats that you are required to keep • Your organization's procedures and policies for preparing and passing on written information • How to make sure your communication equipment is working properly and what to do if it isn't • The limits of your authority and responsibility for passing on information • The regulations or policies that you should follow for using communications systems, including for private use • What to do if there are problems in using communications equipment, and the location of alternatives that you could use • The terminology that you should use in communication mediums (phonetic alphabet, the 24 hour clock, call signs, etc) • Who to ask if you need to clarify something, or ask questions about your work • How to talk and work with others to work efficiently, without adversely affecting your own work; the difference between hearing and listening • How to use and read body language effectively • How to use questions to check that you understand what customers are telling you • How to summarize and speak clearly • The relevant legislation, organizational policies and procedures that apply to joint working • The roles and functions of you 	<ul style="list-style-type: none"> • Pass on written information only to those people authorized to receive it and within agreed timescales • Keep the information in written documents as required by your organization; • Maintain the communication mediums in line with your instructions and organization's procedures • Make sure the communication equipment you use is working properly takes corrective action as required • Acknowledge incoming communication promptly and clearly, using appropriate terminology • Pass on information to persons who require it within agreed timescales • Check to ensure that the information you give is understood by the recipients • Take prompt and effective action when there is difficulty in transmission or reception of information • Accurately interpret and act upon instructions that you receive • Make sure you get clarifications when you need to • Consult with and help your team members to maximise efficiency in carrying out tasks • Give instructions to others clearly, at a pace and in a manner that helps them to understand • Listen actively and identify the most important things that customers are saying • Identify the most important things that customers are telling you • Summarize information for customers
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		<p>stakeholders and their broad structures, methods of communication and decision making processes</p> <ul style="list-style-type: none"> • The principles and benefits of joint working between different stakeholders • The factors likely to hinder joint working 	<ul style="list-style-type: none"> • Use appropriate body language when communicating with customers • Read your customers' body language to help you understand their feelings and wishes • Deal with customers in a respectful, helpful and professional way at all times • Help to give good customer service by passing messages to colleagues • Understand the roles and responsibilities of the different people you will be working with • Agree and coordinate arrangements for joint working that are appropriate and effective • Agree to the information sharing timing, reasons and confidentiality • Discuss on how and when the joint work will be monitored and reviewed • Undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards • Represent your agency's views and policies in a clear and constructive way • Identify any tensions and issues in the joint working and seek to address them with the people involved • Seek appropriate support when you are having difficulty working effectively with staff in other agencies
6	Reducing the risks to health and safety at work	<ul style="list-style-type: none"> • Current legislation, standards of practice and guidelines relating to health and safety in your workplace, particularly your responsibilities, and how to comply with these requirements 	<ul style="list-style-type: none"> • Recognize actual and potential health and safety risks in your work area • Take immediate and effective action to limit the effects of risks, without putting yourself or others in danger and also

	<ul style="list-style-type: none"> • Typical risks and dangers to health and safety likely to happen in your normal workplace • The limits of your responsibility and ability in taking immediate action to reduce the effects of risks • How to use appropriate equipment and alarm systems to limit danger • How and from where to get help to deal with dangerous situations; • The details that you should record and report relating to risks, dangers and action taken • Current legislation, standards of practice and guidelines relating to health and safety in your workplace, particularly your responsibilities, and how to comply with these requirements • Why it is important to maintain a safe workplace and what you can do to help • The kind of personal safety equipment and clothing you should use, when and how to use it • How the way you work and your personal conduct affect the health and safety of your workplace • Where and how to get help if you need it to maintain safety in your workplace; • The details that you should record and report relating to hazards in your workplace 	<ul style="list-style-type: none"> • give clear information or instructions to other people • Be certain that action you take is within the limits of your authority, responsibility and ability • Get immediate help from appropriate persons if you cannot deal effectively with the danger • Report fully and accurately to the appropriate person the details of risks and the action you took • Keep work areas for which you are responsible free from unnecessary hazards and risks • Keep emergency and escape routes free from obstructions • Carry out your work activities at all times in line with the relevant health and safety legislation, codes of practice and guidelines • Use your personal safety equipment and clothing in line with your instructions and guidelines • Report hazards that could endanger the safety of the workplace to the relevant person, giving full and accurate details • Report difficulties (in full and accurate detail) that you have in keeping to your organization's health and safety policies, instructions or guidelines to the appropriate people
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Performance Criteria

Performance criteria set out the required level of job performance in evolving terms i.e. in a way, which an assessor can use to decide whether or not it is acceptable. They are a guide to assessment, not the actual assessment document or tool. Under the Performance Criteria, range statement identifies the range of context and conditions to which the performance criteria apply. It places the unit of competency in the context in which performance should be demonstrated. It defines the boundaries within which a unit of competency and its performance criteria apply. It also describes specific factors, which are applicable between different work sites and environment. The performance criteria of each and every elements of competence are as under :

Competency Statement 1: Delivery of Products to Customers

Element 1: Delivery of Products to Customers

Teaching and Learning Method: Interactive Lecture, Role Play

Whether the trainee is able to:

Performance Criteria		Yes	No
PC 1	Check that you have all the products you are due to deliver		
PC 2	Check you have the equipment and paperwork needed for the delivery		
PC 3	Check that you have all the delivery details you need and that you know how to get to the delivery address		
PC 4	Plan a schedule of deliveries, which makes the best use of time and other resources		
PC 5	Check that you have enough fuel for your delivery schedule and follow company procedures for getting more fuel if needed		
PC 6	Transport products and equipment safely and securely		
PC 7	Deliver products at the times agreed with the customer		
PC 8	Take action in line with company procedures if you expect to arrive at the customer's premises early or late		
PC 9	Follow company procedures for ensuring that deliveries are left only with individuals who may legally receive them		
PC 10	Take action in line with company procedures if no one is available who can receive the delivery or if the customer rejects the delivery		
PC 11	Unload orders safely and in ways which protect the orders from damage		
PC 12	Treat the customer courteously throughout the delivery process		
PC 13	Update records of delivery and non-delivery promptly and in line with company procedures		

Competency Statement 2: Receive Goods and Materials into Storage in a Retail Environment

Element 1: Prepare to Receive Deliveries in a Retail Environment

Teaching and Learning Method: Interactive Lecture, Demonstration

Whether the trainee is able to:

Performance Criteria		Yes	No
PC 1	Identify accurately the quantity and nature of the items that are expected and the storage space needed		
PC 2	Check accurately the storage space that is available and promptly report any shortage to the right person		
PC 3	Check that the receiving area is clean, tidy and free from obstructions and dangers		
PC 4	Check that the handling equipment you need is available and is in good working order		
PC 5	Check that the relevant paperwork is complete, accurate and up to date		

Element 2: Receive Deliveries into Storage in a Retail Environment

Teaching and Learning Method: Interactive Lecture, Demonstration, Visits

Whether the trainee is able to:

Performance Criteria		Yes	No
PC 6	Check that the type, quantity and quality of items delivered are acceptable		
PC 7	Follow company procedures and policies for refusing faulty deliveries		
PC 8	Record any refusals accurately and tell the right person about them promptly		
PC 9	Check deliveries using methods that are safe and hygienic and that protect the items from damage		
PC 10	Allow deliveries to be off-loaded only into the right areas		
PC 11	Update stock control systems promptly, fully and accurately		
PC 12	Follow legal and company requirements for maintaining security and safety while receiving deliveries		

Competency Statement 3: Put Goods and Materials into Storage in a Retail Environment

Element 1: Check Storage Arrangements for Goods and Materials in a Retail Environment

Teaching and Assessment Method: Role Play & Visit

Whether the trainee is able to:

Performance Criteria		Yes	No
PC 1	Identify the storage equipments and conditions for the goods and materials you are responsible for storing		
PC 2	Check accurately that suitable storage places are available and in a fit state to use		
PC 3	Tell the right person promptly when there aren't enough suitable storage locations		
PC 4	Check accurately that suitable handling equipment is available for use		

Element 2: Put Goods and Materials into Storage in a Retail Environment

Teaching and Assessment Method: Role Play & Visit

Whether the trainee is able to:

Performance Criteria		Yes	No
PC 5	Put goods and materials in the right storage facilities within the time allowed		
PC 6	Follow legal and company requirements for storing deliveries safely and securely		
PC 7	Position items in storage so that they can be easily reached when needed		
PC 8	Use the available storage space efficiently		
PC 9	Identify any faulty equipment and fix it when this is your responsibility		
PC 10	Report promptly and to the right person any faulty equipment that it is not your responsibility to fix		
PC 11	Fill in the relevant paperwork fully, accurately and promptly		

Competency Statement 4: Maintenance and Cleaning of Store Area

Element 1: Clean Store Areas According to Product Safety Management Procedures

Teaching and Learning Method: Interactive Lecture, Visit to Stores/Malls

Whether the trainee is able to:

	Yes	No
PC 1. Acquaint yourself / the service team with cleaning specifications in the business' product safety management procedures and ensure conformance to the personal hygiene levels specified in the procedures		
PC 2. Ensure conformance to prescribed cleaning specifications		

PC 3. Ensure that the service team report sickness, health or skin disorders, open sores, etc. to you		
PC 4. Ensure they know how shelves / racks / displays / merchandise areas / spaces and other materials are to be cleaned safely, in-place and without causing damage		
PC 5. Ensure the team follows instructions and safe working practices while disassembling, handling and re-assembling shelf / rack / display / merchandise areas / spaces and other materials		
PC 6. Ensure exceptions to cleaning specifications are recorded and reported		

Element 2: Ensuring Complete Cleaning of Store Areas

Teaching and Learning Method: Interactive Lecture

Whether the trainee is able to:

	Yes	No
PC 7. Assess cleaning carried out by the team / you is against specifications		
PC 8. Ensure the use of safe procedures while going about the cleaning process		
PC 9. Ensure store areas, individual parts of shelf / rack / display / merchandise space, equipment, working areas and surfaces and vents are all thoroughly and frequently cleaned		
PC 10. Ensure waste and slurry are disposed of fully and immediately and cleaning equipment, machinery and personal protective equipment are cleaned and secured in their respective storage areas		
PC 11. Ensure that pungent or badly smelling items are not stocked or placed close to store products.		

Competency Statement 5: Communicate Effectively with Stakeholders

Element 1: Handle Business Communication Mediums Effectively

Teaching and Learning Method: Interactive Lecture, Role Play

Whether the trainee is able to:

	Yes	No
PC 1. Pass on written information only to those people authorised to receive it and within agreed timescales		
PC 2. Keep the information in written documents as required by your organization;		
PC 3. Maintain the communication mediums in line with instructions and organisation's procedures		
PC 4. Make sure the communication equipment you use is working properly takes corrective action as required		
PC 5. Acknowledge incoming communication promptly and clearly, using appropriate terminology		
PC 6. Pass on information to persons who require it within agreed timescales		

PC 7. Check to ensure that the information you give is understood by the receivers		
PC 8. Take prompt and effective action when there is difficulty in transmission or reception of information		

Element 2: Communicate Effectively with Stakeholders & Customers

Teaching and Learning Method: Interactive Lecture, Demonstration

Whether the trainee is able to:

Performance Criteria	Yes	No
PC 9. Accurately interpret and act upon instructions that you receive		
PC 10. Make sure you get clarifications when you need to		
PC 11. Consult with and help your team members to maximise efficiency in carrying out tasks		
PC 12. Give instructions to others clearly, at a pace and in a manner that helps them to understand		
PC 13. Listen actively and identify the most important things that customers are saying		
PC 14. Identify the most important things that customers are telling you		
PC 15. Summarise information for customers		
PC 16. Use appropriate body language when communicating with customers		
PC 17. Read your customers' body language to help you understand their feelings and wishes		
PC 18. Deal with customers in a respectful, helpful and professional way at all times		
PC 19. Help to give good customer service by passing messages to colleagues		

Element 3: Develop and Sustain Effective Working Relationships with Stakeholders

Teaching and Learning Method: Interactive Lecture, Demonstration

Whether the trainee is able to:

Performance Criteria	Yes	No
PC 20. Understand the roles and responsibilities of the different people you will be working with		
PC 21. Agree and record arrangements for joint working that are appropriate and effective		
PC 22. Agree to the information sharing timing, reasons and confidentiality		
PC 23. Discuss on how and when the joint work will be monitored and reviewed		
PC 24. Undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards		
PC 25. Represent your agency's views and policies in a clear and constructive way		
PC 26. Identify any tensions and issues in the joint working and seek to address		

them with the people involved		
PC 27. Seek appropriate support when you are having difficulty working effectively with staff in other agencies		

Competency Statement 6: Reducing the Risks to Health and Safety at Work

Element 1: Recognize and Respond to Risks in your Workplace

Teaching and Learning Method: Interactive Lecture, Visit to Stores/Malls

Whether the trainee is able to:

	Yes	No
PC 1. Recognize actual and potential health and safety risks in your work area		
PC 2. Take immediate and effective action to limit the effects of risks, without putting yourself or others in danger and also give clear information or instructions to other people		
PC 3. Be certain that action you take is within the limits of your authority, responsibility and ability		
PC 4. Get immediate help from appropriate persons if you cannot deal effectively with the danger		
PC 5. Report fully and accurately to the appropriate person the details of risks and the action you took		

Element 2: Contribute to Maintaining a Safe Workplace

Teaching and Learning Method: Interactive Lecture

Whether the trainee is able to:

	Yes	No
PC 6. Keep work areas free of which you are responsible free from unnecessary hazards and risks		
PC 7. Keep emergency and escape routes free from obstructions		
PC 8. Carry out your work activities at all times in line with the relevant health and safety legislation, codes of practice and guidelines		
PC 9. Use your personal safety equipment and clothing in line with your instructions and guidelines		
PC 10. Report hazards that could endanger the safety of the workplace to the relevant person, giving full and accurate details		
PC 11. Report difficulties (in full and accurate detail) that you have in keeping to your organization's health and safety policies, instructions or guidelines to the appropriate people		

RS101-NQ2012

Retail Basics

Introduction

Retailing in India is one of the biggest sectors witnessing tremendous transformation. The Indian retail industry is fifth largest industry and second largest employer after agriculture offering bright and exciting career opportunities.

Indian marketing system is transformed from ancient market to modern market. Ancient marketing where trade was conducted by barter system for example, a farmer who grew 500 kg of wheat would keep 100 kg needed other things, viz., clothes, utensils, pulses, salt, etc. He would therefore exchange the balance 400 kg wheat with other people who made or produced other things. Trade also took place in village markets or *Haats* where people exchanged goods with each other.



Whereas in modern marketing money is used to buy daily needed things. Now a day's things which are of daily needs available at nearest shop. This is because it is no longer possible to approach all the people who manufacture the goods you need directly. Also with improvement in transport system, goods that are manufactured far away, even overseas, are available in your neighbourhood.

Meaning and Importance of Retailing

It is first thing to understand meaning and origin of retailing. The term 'retail' is derived from French word 'retailer' which means to 'cut-off a piece' or to break the bulk'. Now we see the term retail, to refer as a business activity to sell the goods in small quantities as per the requirements of the customers. Retailing is seen as the final step in the distribution of products for consumption of end users. Therefore, it includes all the activities involved in the marketing of goods and services directly to the consumers for their personal or household consumption. For instance, we often see the *k rana* shopkeepers undertaking various activities of retailing in our localities.

The purpose of *Retail business* is to sell goods and services to the end users for their personal or household consumption at the right time and at the right place.

The person who does this business activity in a small quantity or one who repeats or relates is a *Retailer*.

Retailing business is now not the same as in the past. Retail business is undergoing rapid transformation in its marketing practices. Till a few years ago, we bought most items of daily use from small shops in our neighbourhood or a market close by. These shops such as *Kirana* stores or general stores are owned by individuals, who usually sit in the shop themselves and sell their goods with the help of a few assistants. In the last few years, however, the concept of large departmental stores and malls has been introduced, which also provide us with the same products.

To-day, the traditional formats like hawkers, grocers and paan shops co-exist with modern formats like super-markets, departmental stores, hypermarkets, shopping malls and non-store retailing units such as multi level marketing and teleshopping. Retailers' ranges in size from small, independent and owner-operated shops to national and international giant categories. The increasing income levels, new products, standard of living, competition in the market and increasing consumption patterns have contributed to the demand creation of these varied stores.

On the other side, with the advancement of IT and communication, electronic retailing became a reality to create a platform for the sellers to sell their products through television channels and internet for which payments can be made through online payments or e-banking.

With changing needs and wants of consumers the growth in retail sector is inevitable and promising fast paced and exciting career options. This unit will focus on introduction to retail business, its significance and the emergence of various formats in retailing. The four sessions will cover an understanding of the concept of retail business and functions performed by a retailer, the basis of classifying retailing into store and non-store retailing. In order to differentiate the various types of retail formats the organized and unorganized retailing. The last session looks into the major Indian and Global retailers.

Session 1: Basics of Retailing

Relevant Knowledge

Concept of Retail

Retail refers to a business activity to sell the goods in small quantities as per the requirements of the customers. Retailing includes all the activities involved in selling goods or services to the final consumers for personal or non-business use. A retailer or retail store is any business enterprise whose sales volume comes primarily from retailing.



In simple words, any organization selling to final consumers whether it is a manufacturer, wholesaler or retailer is doing retailing. It does not matter how goods or services are sold - in a store, on the street, or through internet. Retailing thus may be understood as the final step in the distribution of merchandise, for consumption by the end users. In easy terms, any individual or firm that sells products to the final consumer is performing the function of retailing.

The Functions of Retailer

The role of a retailer is to provide the products that he needs in the required quantity at the required place and at right time. This creates real added value or utility to the customers. This comes from four different perspectives; they are,

- first, is the **form utility** of a product that is acceptable to the customer,
- second, is the **time utility** keeping the store open when the consumers prefer to shop,
- third, is the **place utility** being available at a convenient location, and
- fourth, is **ownership utility** when the product is sold.



The Retailer's Services to the Customers

- To supply the goods in small quantities to consumers at reasonable prices.
- To practice personal relations, courtesy, attentiveness and honesty.
- To anticipate the consumer demand and make available such stock.
- To guide the consumer in buying and providing necessary information.
- To provide replacement facility for the damages.
- To display and demonstrate the goods to attract the customers.
- To offer credit facility to regular and reliable customers.

Essential requirements of Retailers

- Establish the shop in a place where customers are attracted.
- Stock the goods which are needed by the customers.
- Compete in price and quality of goods to be sold.
- Be financially sound and cautious of over-stocking or under-stocking.
- Up-date with trends in the market and its position.
- Ensure window display and counter display to promote sales.
- Always be accessible to the customers.

At this point, it is essential to understand the term wholesale as both wholesalers and retailers are intermediaries in distribution channels. Wholesale involves in selling to individuals or organizations for their business use or for resale purpose. In other words, wholesalers buy and resell merchandise to retailers and other merchants and not to the consumers. Normally, wholesalers sell large quantities. They take the title of the goods. They also provide credit facility to the retailers. A wholesaler acts as an intermediary between the manufacturer and the retailer.



Tips: Explain your students with the help of examples what the retail, retailing, important functions of retailers and their basic requirements to establish in the market.

Session Plan 1: Basics of Retailing

1. **Session Topic:** Basics of Retailing
2. **Objectives:** To develop student's knowledge, skills and abilities for identifying retail functions, essential equipments and to evaluate services rendered by retailers.
3. **Material/ Equipment:** Charts, sketch pen, ruler, computer, slides, open source software for slide presentation, LCD projector.
4. **Preparations**
 - Read the glossary given at the end of this handbook.
 - Prepare points for interactive lectures
 - Arrange all the materials well in advance.

5. Teaching/ Training Methodology

5.1 *Interactive Lecture*

Duration: 1 Hour

Process

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by explaining purpose and importance of the lectures and/or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on the topic.
6. Ask questions to the student's related topic to real examples.
7. Provide opportunity to students to ask questions related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of student.
10. Summarize the topic and emphasize on the key points.

5.2 Practical Session

Ask your student to visit a nearest mall or retail shop/ departmental store for identifying the functions performed by retailers in the store and their basic equipments.

Tips: Ask your student to prepare a small report on two mall/ departmental store.

5.3 Discussion

Process

1. Discuss what is retail and retailing, and its functions.
2. Discuss essential features of retailing and what are the major services rendered by the retailers to the customers.
3. Discuss difference between wholesaler and retailer.
4. Share with your students cases of retail related to functions, equipment and concept.

Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the equipments for assessment.

Part A

Student could differentiate between:

- Wholesale and retailer

Part B

Students could answer the following questions:

- (i) What is retailing?
- (ii) What are the functions of a retailer?
- (iii) What are the essential equipments of retailer?
- (iv) What are the services to be rendered by the retailer?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include but not limited to:

Performance Standard	Yes	No
Able to compile functions services and equipments of details.		

Session 2: Organized and Unorganized Retailing

Relevant Knowledge

The retail sector is presently undergoing a great transition in India. Previously, customers used to purchase their necessities from kiosk shops or from the mobile vendors or the mandis. This later changed to bigger shops run by one man with a few employees. Gradually, more sophistication seeped into this sector and department stores came into being. This has made the beginning for the organized sector. The entire retail sector can be seen as unorganized and organized retailing. Let us now understand each of these concepts.

The Indian Retail Industry, which was traditionally dominated by small family-run kiosk stores is characterized by poor infrastructure, inefficient upstream processes, lack of modern technology, inadequate funding and absence of skilled manpower is known as unorganized retailing.



Organized retailing refers to running a business in an organized and scientific manner. Organized retailing has brought in a remarkable advantage for the consumers and has a huge potential for growth that leads to a higher GDP contribution to the country and generate employment.

In India **unorganized retailing** includes units whose activity is not regulated by any statute or legal provision, and/or those, which do not maintain regular accounts. This sector is characterized by small and scattered units which sell products or services out of a fixed or mobile location. Mostly these traditional units include mandis, haats, melas, and the local baniya/kiyanas, paanwala, and others like cobbler, vegetable, fruit vendor etc., would be termed as the unorganized retailers.



On the other hand, **organized retail** is nothing but a retail place where all the items are segregated and bought under one roof, unlike the unorganized retail where different goods are sold in different shops. Organized retailing provides large number of brands available and different types of products at one place. Organized retail deals with multiple formats, which is typically a multi-owned chain of stores or distribution centres run by professional management. Today, organized retailing has become an experience characterized by comfort, style and speed. It is something that offers a customer more control, convenience and choice along with an experience.

After understanding the concepts of unorganized and organized retailing let us now differentiate between these two.

Differences between Organized and Unorganized Retail

Differences between organized and unorganized retail can be specified on the basis of their ownership, logistic and supply chain facilities and structure of management. The details are as follows:

1. In organized sector, the retail units offer **large variety of items** through its retail outlets. But in unorganized sector, **very few items** are offered for sale in the outlets.
2. In organized sector, the **size** of the retail outlet is **very large** and stores layout and design are very attractive and comfortable to the customers. But in unorganized sector, the **size is very small** and usually poor layout and design of the stores is not found.
3. The size of the **employees is very large** in organized sector. But in unorganized sector, the employees are **very less in comparison** with organized sector.
4. In organized retailing, the **capital** requirement is **very high** and does not enjoy perpetual succession. In unorganized retailing, the capital requirement is **very low** and the business enjoys perpetual succession.
5. Organized sector covers those enterprises or places of work where the **terms of employment** are regular and people have assured work. Whereas, the unorganized sector is characterized by **small and scattered units** which are largely outside the control of government.
6. In organized sector, the business unit is run on **corporate style**. But, in unorganized sector, the business units are **run as sole-trading** or partnership units.

7. In organized sector, the network of the retailer is vast and operates number of **branches** at different places. But in unorganized sector, the business is confined to a particular **locality** and carries the business in a single unit.

Tips: Explain your students with example of organized and unorganized retail sector and explain the difference between organized and unorganized sectors.

Session Plan 2: Organized and Unorganized Retailing

1. **Session Topic:** Organized and Unorganized Retailing
2. **Objectives:** To identify organized and unorganized retailing.
3. **Material/ Equipment Requirement:** Charts, sketch, few rules, computer, slides, open source software for slide presentation, LCD projector.
4. **Preparations**
 - Read the glossary given at the end of this handbook.
 - Prepare points for interactive lectures.
 - Arrange all the materials well in advance.

5. Teaching/ Training Methodology

5.1 *Interactive Lecture*

Duration: 1 Hour

Process

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by explaining purpose and importance of the lectures and/or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on topic.
6. Ask questions to the student's related topic to real examples.
7. Provide opportunity to students to ask question related to the topic.

8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of students.
10. Summarize the topic and emphasize on the key points.
11. You may ask question such as:
 - (i) What is the meaning of organized and unorganized?

5.2 Practical Session

Ask your student to visit a kiosk and one general merchandise department store and ask them to prepare a comparative report on both the stores.

Tips: Ask your student to prepare a small report on two mall/ departmental store.

5.3 Discussion

Process

1. Discuss what is retail and retailing and its functions.
2. Discuss essential features of retailing and what are the major services rendered by the retailers to the customers.
3. Discuss difference between wholesaler and retailer.
4. Share with your students cases of retail related to functions, equipment and concept.

Checklist for Assessment Activity

Use the following checklist to check whether your students meet not all the requirements for assessment.

Part A

Student could differentiate between:

- Organized and Unorganized retail sector.

Part B

Students could answer the following questions:

- (i) What is organized and unorganized retail sector?
- (ii) What is the importance of organized and unorganized retail?
- (iii) What are the features of organized and unorganized retail?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include but not limited to:

Performance Standard	Yes	No
Able to differentiate between organized and unorganized retail units.		
Able to list out benefits and features of organized and unorganized store.		

Session 3: Store and Non-store Retailing

Relevant Knowledge

In India, various formats of retail stores exist with a view to deliver its products and services to the end consumers. A format is the manner in which a business chooses to serve its customers and stakeholders.

Retailing can be broadly classified as **store and non-store** retailing.

A. Store Retailing: Store based retailing can be classified on the basis of ownership and merchandised offered.

a) **On the basis of ownership**

- i) **Independent Retailer:** He is one who owns and operates with a few locals or family members as assistants. He has direct rapport with the customers. Examples are local baniya/ ki ana store, and the paanwala. He determines the retail strategy depending on the location and the product mix.
- ii) **Chain Retailer or Corporate Retail Chain:** When two or more outlets are under a common ownership, it is called a retail chain. These stores are characterized by similarity in the products offered, the ambience, advertising and promotions. Examples are Bata, Arrow, Louis Philippe Food World etc.
- iii) **Franchising:** A franchise is a contractual agreement between the franchisor and the franchisee, which allows the franchisee to conduct business under an established name as per a particular business format, in return for a fee or compensation. Examples are McDonald, Pizza Hut, Van Heusen, etc.
- iv) **Consumer co-operatives:** A consumer co-operative is a retail institution owned by its member customers. This type arises largely because of dissatisfied consumers whose needs are not fulfilled by the existing retailers. Members in these co-operatives and there is no limitation on their growth opportunities. Examples are Apna Bazaar in Mumbai, Kendiya Bhandas, Sahakari Bhandas, Superbazaas, etc.

Tips: Explain your student different types of store and non-store retailing with examples of stores such as Bata branch comes under chain store.

b) **On the basis of merchandise offered**

i) **Convenience Stores:** these are relatively small stores located near residential areas; they are open for long hours and offer a limited line of convenience products like eggs, bread, milk, vegetables etc.



ii) **Supermarkets:** Supermarkets are large retailing stores selling a wide variety of consumer products, mostly food, household use and grocery items with a low marginal gain. It operates on self-service style but has high turnover. It offers minimum services and operates on cash and carry basis.

iii) **Hypermarkets:** Hypermarkets combine the features of a supermarket and a general merchandise store. It is a very large store at typically destination locations. They are designed to attract customers from a significantly large area with their low price offers, unique range and offers. It follows self-service style.

iv) **Specialty Stores:** A store specializing in a particular type of merchandise or single product of durable goods (furniture, household goods, consumer electronics, sports, domestic appliances, jewelry etc) is termed as specialty store. They have a very clearly defined target market and their success lies in serving their needs. Examples are Gautier furniture, Sony electronics, Tata Gold, etc.

v) **Departmental Stores:** Departmental stores are located in central places or busy locality offering a wide variety of goods under one roof. It requires more capital to maintain different departments and huge stock of goods. Profit or loss is calculated on the entire stock. It is a combination of decentralized buying and centralized selling. They also establish restaurants inside these stores. They provide home delivery services.



Shopping

vi) **Catalogue Showrooms:** Catalogue retailers usually specialize in hard goods (houseware, jewelry, consumer electronics, etc). A customer visits the showroom and makes his choice of the products using the catalogue mentioning the code number of the item. The retailer arranges it from the warehouse for inspection and purchase.

- B. Non-Store Retailing:** Non-store retailing adopts a direct relationship with the consumer.

Non-store type retailing can be classified as **direct personal contact** and **direct response marketing**.

- i) **Direct Personal Contact:** Direct selling involves making a personal contact with the end consumer, at his home or place of work. Cosmetics, jewelry, home appliances, educational materials, nutritional products, etc. This type of retailing follows the party plan or the multi-level network. They display and demonstrate or invite to a party or customer acts like master distributors appointing their customers on commission basis. For example, Eureka Forbes, Amway, Tupperware are some well-known companies involved in direct selling.
- ii) **Direct Response Marketing:** Under this type, the customer becomes aware of the products/services offered through a non-personal medium like mail, catalogues, phones, television or the internet. It includes various forms of communication with the consumers like:
 - a) **Mail Order Retailing:** this form of retailing eliminates personal selling and store operations. Appropriate for specific products, the key is using customer database to develop targeted catalogs that appeal to narrow target markets.
 - b) **Television Shopping:** In this form of retailing, the product is advertised on television and details about the product features, price, and guarantee/warranty are explained. Phone numbers are provided for different cities where the products can be ordered and to get them home delivered. For example, the Tele-brands programme, which usually presents the fitness and health related products.
 - c) **E-Shopping:** This format allows the customer to evaluate and purchase from the comfort of his home through the web sites using internet. The products are delivered after online payment/ to their homes with a strong supply chain and delivery mechanism.
 - d) **Telemarketing:** Telemarketing is the process of communicating with customers through the telephone, to promote products or services. The executive contacts customers at a time that is convenient to them. Most companies give their toll-free numbers for customers to respond. For example, South Element System, a Hyderabad-based company offers telemarketing services.

Tips: You can tell your students how non store marketing is effective and how it is important to market through direct contact.

Session Plan 3: Store and Non store Retailing

1. **Session Topic:** Store and Non Store Retailing
2. **Objectives:** To identify the basis of classifying the retailing and the various formats of store based and non store based retailing.
3. **Material/ Equipment Requirement:** Chalks, sketch pen, whiteboard, computer, slides, open source software for slide presentation, LCD projector.
4. **Preparations**
 - Read the glossary given at the end of this handbook.
 - Prepare points for interactive lectures.
 - Arrange all the materials well in advance.
 - Collect pictures related to store and non-store based retailing.

5. Teaching/ Training Methodology

5.1 *Interactive Lecture*

Duration: 1 Hour

Process

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by explaining purpose and importance of the lectures and/or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on topic.
6. Ask questions to the student's related topic to real examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of students.

10. Summarize the topic and emphasize on the key points.
11. You may ask show picture of store based retail outlet and non store based retailers and ask students to identify types.
 - (a) What is the meaning of organized and unorganized?

5.2 Practical Session

Ask your student to visit a kiosk store and one general merchandise department store and ask them to prepare a comparative report on both the stores.

5.3 Discussion

Process

1. Discuss what is retail and retailing and its functions.
2. Discuss essential features of retailing and what are the major services rendered by the retailers to the customers.
3. Discuss difference between wholesaler and retailer.
4. Share with your students cases of retail related to functions, equipment and concept.

Checklist for Assessment Activity

Use the following checklist to check whether your students meet not all the requirements for assessment.

Part A

Student could differentiate between

- Store and Non-store retail.

Part B

Students could answer the following questions:

- (i) What is franchise retailing?
- (ii) What are various forms of non-store retailing?
- (iii) What do you understand by independent retailer?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify store and non-store based retailing.		

Session 4: Indian and Global Retailers

Relevant Knowledge

The Indian population is witnessing a significant change in its demographics. Organized retail is on all-time high in India. The improved income and the increased purchasing power of a large section of the Indian population makes the opening of outlets, that has become an integral part of everyday life and opened doors for a number of players which provide the whole bunch of these improved services a viable opportunity.

Resulting in many new formats like hypermarkets, supermarkets, discount stores, departmental store, convenience store etc. Some Co-Operative Houses like Tatas (Tata Trent), RPG Group (Food World, Music World & Health & Glow), ITC (Life Style), Rahejas (Shoppers' Stop), Hi Anandani (Haike) have opened in various urban and semi-urban areas. Manufacturers/Exporters: Pantaloons, Bata, Weekend etc. Multi Brand Outlets: Vijay Sales, Apana Baza, Viveks, etc. also opened.

No.	Indian Retailers	Global Retailers
1	Future Group	Walmart
2	Tata Group	Carefour
3	RPG Group	Tesco
4	Reliance	Metro
5	Aditya Birla	Koogee
6	K Raheja	Schwartz
7	Easy day	Costco

Slide1: Indian and Global Retailers

Major Indian Retailers in 2010 - Some Leading Retail Groups / Chains

Some of the leading groups operating in the country are described in the following sections:

- 1. Future Group (Pantaloon):** Pantaloon is one of the largest retailers in India. Pantaloon launched the country's first hypermarket with the name Big Bazaar. This company has introduced the following retail segments:
 - *Food and Grocery:* Big Bazaar and Food Bazaar
 - *Home Solutions:* Hometown, Future Bazaar and Collection-I
 - *Consumer Electronics:* E-zone
 - *Shoes:* Shoe Factory
 - *Books, Gifts and Music:* Depot

- *Health and Beauty Care*: Star and Sita a
 - *E-tailing*: Futurebazaar .com
 - *Entertainment*: Bowling Co.
2. **TATA Group**: Tata group is one of the foremost retailers of India. Trent is its subsidiary and operates Westside and Star India Bazaar. This retail house was established in 1998. Tata group acquired, Landmark; the largest Indian retail enterprise in the field of books and music in 2005.
 3. **RPG Group**: RPG group is amongst the oldest retail groups in India. This group entered into food and grocery retailing in 1996 with its retail Food World Stores, now renamed as Spencer's. The RPG group also opened pharmacy and beauty care outlets Health & Glow.
 4. **Reliance**: Reliance is one of the biggest retailers in India with Fresh Stores and Reliance Electronics.
 5. **Aditya Birla Group**: Aditya Birla Group is the biggest apparel retailer in India with the brands like Louis Phillip, Allen Solly, Van Heusen and Peter England. This group is coming up with retail outlets in other segments of retail also.
 6. **K Raheja Group**: The group began its retail operations with Shoppe's Stop, India's first departmental store in 2001. Other chains owned by the group include Crossword bookstores, Homes Stop Home Solutions) and Mothercare (childcare).
 7. **Easy Day**: It is a 50:50 joint venture between Bharti group of India and Walmart of USA.
 8. **Global Retail**: Globally retailing is a huge and highly regulated sector. There is one retailer amongst the top ten companies in every country. In U.S., it is Walmart with a turnover in excess of \$139 billion. In U.K. it is Marks and Spencer's with close to \$10 billion and in Germany it is Kaufland. Globally, retailing is big business, worth a staggering \$6.6 trillion, according to a recent report published by McKinsey & Co. in partnership with the Confederation of Indian Industry (CII). However retail could not stop big retail players looking for expansion opportunities. Global retailers also found opportunities in different countries with strong and emerging markets, such as China and India. The "Global Powers of Retailing" list ranks global retailers according to total revenue.

Table 1: Top Ten global retailers in 2010

Sl. No.	Company	Country of origin	2010 retail sales (US\$ mil)	2010 retail growth	2010 net profit margin	2010 return on assets
1	Wal-Mart	USA	418,952	3.4%	4.0%	9.4%
2	Carrefour	France	119,642	4.8	0.5	1.1
3	Tesco	U.K	92,171	6.7	4.4	5.7
4	Metco	Germany	88,931	2.8	1.4	2.7
5	Koogee	USA	82,189	7.1	1.4	4.8
6	Schwarz	Germany	79,119	9.4	NA	NA
7	Costco	USA	76,255	9.1	1.7	5.6
8	The Home Depot	USA	67,997	2.8	4.9	8.3
9	Walmart	USA	67,420	6.4	3.1	8.0
10	Idi	Germany	67,112	5.2	NA	NA
Contribution of Top 10 to sales total			1,159,788	5.0	3.0	6.4
Contribution of Top 250			3,940,747	5.3	3.8	5.8
Top 10 share of total			29.4%			

Sources: Published company data and Planet Retail.

Leading retailers increased their store openings 2011. However, the annual growth of their investments within their group was a solid 11% due to development of their portfolio and their investments in infrastructures rather than to inflation costs. The population has grown 11 per cent, from 5 billion to 5.7 billion, retail sales per capita have risen by more than 90 per cent, from \$2,000 to \$3,850, and retail sales space has expanded by more than 200 per cent, from 40 million to 130 million square metres. Global retailers usually select long-term expansion policies. As the big players invested and entered new markets with mixed experience of success and failure they learned that to be successful in retail expansion is to use an optimal mix of countries and use of effective prototypes.

Table 2: Top Ten retailers by their capital expenditures (\$ 000)

No.	Company	2011	2010
1	Wal-Mart Stores	8,000,000	8,000,000
2	Target	2,500,000	2,129,000
3	CVS	2,000,000	2,000,000
5	Koogee	1,900,000	1,900,000
5	Lowe's	1,800,000	2,100,000

Note: * Fiscal year ending in August 2010 and 2011

Source: Chain Store Age Research

Tips: Tell your students about top Indian retailers what are the basis of their rank similarly for Global retailer and also give examples of Indian and Global retailers with brand name and segments they are dealing with.

Session Plan 4: Indian and Global Retailing

1. **Session Topic:** Indian and Global Retailing
2. **Objectives:** Identify major retailers.
3. **Material/ Equipment:** charts, sketch pen, rulers, computer, slides, open source software for slide presentation, LCD projector.
4. **Preparations**
 - Read the glossary given at the end of this handbook.
 - Prepare points for interactive lectures.
 - Arrange all the materials well in advance.

5. Teaching/ Training Methodology

5.1 *Interactive Lecture*

Duration: 1 Hou

Process

1. Prepare the points for the lecture.
2. Introduction the topic.
3. Make an opening by explaining purpose and importance of the lectures and/ or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on topic.
6. Ask questions to the student's related topic to real examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of students.
10. Summarize the topic and emphasize on the key points.

5.2 *Practical Session*

Ask your student to visit a nearest mall or retail shop/ departmental store for identifying the functions performed by retailers in the store and their basic equipments.

5.3 *Discussion*

Process

1. Discuss what is retail and retailing and its functions.
2. Discuss essential features of retailing and what are the major services rendered by the retailers to the customers.
3. Discuss difference between wholesaler and retailer.
4. Share with your students cases of retail related to functions, equipment and concept.

Checklist for Assessment Activity

Use the following checklist to check whether your students meet not all the equipments for assessment.

Part A

Student could differentiate between:

- Indian and Global Retailers.

Part B

Students could answer the following questions:

- (i) List out top 5 Indian retailers.
- (ii) List out top 5 Global retailers.

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include but not limited to:

Performance Standard	Yes	No
Able to Identify Global and Indian retailers.		

RS102-NQ2012

Communication Basics

Introduction



Communication is an integral part of the retailers marketing strategy. Communication is used to inform the customers about the retailers, merchandise and the services. Communication is certainly essential in business, in government, military organizations, hospital, schools, communities, homes or anywhere where people deal with one another.

Every individual has a distinct personality that can be developed, polished and refined. This process includes improving communication skills, widening scope of knowledge, improving manners and etiquette and adding grace and style to the overall personality.

Greek and Roman actors wore a mask on stage to distinguish their roles and amplify their voices. The term personality is derived from the Latin word *persona*, meaning Mask. The three important factors of personality are physique, intelligence and attitude. Communication is the act of imparting or exchanging of information, ideas, or feeling. Communication is a two-way activity that takes place between two or more people. Sending, giving or exchanging information and ideas are often expressed verbally and non-verbally. It is an important process through which facts, ideas, experiences and feelings are shared and exchanged.

Communication in retail organizations is very much needed. Retail jobs exist in many functional areas, including information systems, human resources, finance and accounting. However, when retail job skills are discussed, the conversation typically centers on skills specific to in-store retail sales and service associate positions. These are the employees who interact at the store level directly with customers. Retail job skills include a combination of soft skills and technical talents.

Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. Communicating in an effective manner, irrespective of the mode of communication used is an important and very useful skill. The process of conveying a message is complete only when the person receiving it has understood the message in its entirety. Better communication helps better job performance. Effective and timely communication promotes better relations and work culture among the employees.

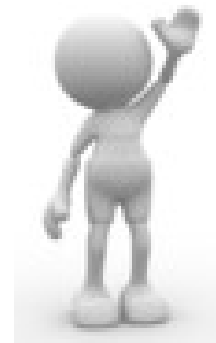
Session 1: Introduction and Greeting

Relevant Knowledge

Every interaction starts with some form of greeting. The way we greet, the tone and the language, changes according to our familiarity with the person being greeted.

Following are some sentences we generally use whenever we greet someone:

1. Hello!
2. Good morning/afternoon/evening
3. Hello! How are you doing?
4. Hello! How are you doing now?
5. How's life?
6. All's well?
7. What's up?



Introducing Oneself

Read the following phrases loudly:

1. "I would like to introduce myself. I am..."
2. "Hello\Hi!, I am..."
3. "Hello\Hi! My name is..."
4. "I live at..."
5. "I am from..."
6. "I am working as a ..."
7. "I studied at..."
8. "I am/came here to..."
9. "My hobbies are..."
10. "I like..."



Tip: Explain students about introduce and greet in different situations, further ask them to perform introduction and greeting sessions.

Session Plan 1: Introduction and Greeting

1. **Session Topic:** Introduction and Greeting
2. **Objectives:** To develop student's knowledge and skills for functional English.
3. **Material/ Equipment:** Charts, sketch pens, rulers, computer, slides, open source software for slide presentation, LCD projector and Videos on Introduction and Greeting
4. **Preparations:**
 - Prepare point for interactive lectures
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture:

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic such as how to introduces and greet.
3. Make an opening by explaining purpose and importance of the lecture and / or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on topic.
6. Ask questions to the students related to the topic and ask provide real examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of students.
10. Summarize the topic and emphasize on the key points.

T2: Practical Session

Ask your students to make a circle in a class and come one by one in the center of the circle. Further play a role in a session of greeting and Introduction.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part – A

Student could differentiate between

- a. Personnel and impersonal greeting
- b. Personal and impersonal introduction.

Part – B

Students could answer the following questions:

- a. How to introduce yourself when introducing in front of strangers?
- b. How to greet a friend?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to introduce himself/ herself		
Able to greet others		

Session 2: Framing of Questions & Complete Sentences

Relevant Knowledge

While framing questions, the sentences should begin with the question words.

Examples:

Which student was absent yesterday?

Is he present today?

Did he bring his leave report today?

Study the list of “Question Words” given below:

Word	Examples
What	1. What are you doing tonight? 2. What are we having for dinner?
When	1. When is the match starting? 2. When are we leaving?
Where	1. Where is my diary? 2. Where will the World Cup be held this year?
Which	1. Which one is your book? 2. Which color should we buy?
Who	1. Who is that girl? 2. Who stole the cell-phone?
Whom	1. With whom did you go to see the movie? 2. Whom did you meet at the party?
Whose	1. Whose towel is this? 2. Whose dog is barking this late at night?
Why	1. Why didn't you do your homework? 2. Why are we visiting her?
How	1. How are we going to tell him about the situation? 2. How is the book that you are reading?
Are	1. Are you Akanksha's sister? 2. Are you going to see him again?
Is	1. Is she doing her homework? 2. Is Manisha ill?
Am	1. Am I really going to take that chance? 2. Am I happy?

Have	1. Have you seen the new movie? 2. Have I done the right thing?
Has	1. Has she completed her shift? 2. Has it started boiling?
Do	1. Do we need to confirm the time and place? 2. Do you have to go to the bank today?
Does	1. Does he ever knock before entering a room? 2. Does the cat often steal from your kitchen?
Can/Could	1. Can I go to the mall? 2. Could you give me that magazine? 3. Can you play chess?
Will/ Would	1. Will you be there on my wedding? 2. Will my book be published? 3. Would you sing if they ask you to?
Shall/Should	1. Shall we go now? 2. Shall I do the job for you? 3. Should you leave early to reach on time?
May	1. May I come in? 2. May I go out for a moment?

Questions usually start with words like **what, when, how, where, why, is, can, do, did, will, would, could**, etc. And that they are always placed *at the beginning* of the sentence.

Tip: Introduce basic grammar to your students

Read the following sentences:

1. **When** do we have to meet Mr. D'Souza?
2. **What** time is the appointment?
3. **When** is he going to come?

Framing Complete Sentences

A complete sentence is one that has a subject and a verb. For example, the sentence "I a good dancer" is not a complete sentence as it does not have a verb. Now, if we added the verb "am" to this sentence, it would be complete:

I **am** a good dancer.

Similarly, the sentence "Am a good dancer" is not complete as a subject is missing. Therefore, we should add a subject to complete the fragment. For example:

I am a good dancer.

Examples:

We have an English class today.

I go to office every weekday.

She likes oranges.

Every sentence must have a **subject**, a **verb** and although it is not necessary, an **object**. And the sentence must make **complete sense**.

For example,

1. I eat. Subject + Verb
2. I eat vegetables. Subject + Verb + Object

In order for a sentence to be meaningful, a sentence must have its parts in the above orders. For example:

1. I eat vegetables – is a sentence
2. I vegetables eat – is *not* a sentence
3. I like dancing.
4. I am here.
5. You go to school.
6. She has a nice smile.

Tip: Ask your students to put a question to other friend.

Session Plan 2: Framing of Question and complete sentences

1. **Session Topic:** Framing of Question and complete sentences
2. **Objectives:** To develop knowledge and skills of framing questions and making complete sentences
3. **Material/ Equipment:** Charts, sketch pen, rulers, computer, slides, open source software for slide presentation, LCD projector.
4. **Preparations:**
 - Prepare point for interactive lectures

- Arrange all the material well in advance.

5. Teaching/ Training Methodology

T1: Interactive lecture:

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic such as what are question words and how to frame a complete sentence.
3. Make an opening by explaining purpose and importance of the lecture and/or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in the discussion on topic.
6. Ask questions to the students related to topic with real examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of students.
10. Summarize the topic and emphasize on the key points.

T2: Practical Session

Make a team of two students and tell one to ask question and other to answers them and vice-versa. Conduct this activity including all students into a team and help them to frame a question, also update them with basic grammar to frame a correct sentence.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part – A

Student could differentiate between

- a. Complete and incomplete sentence

Part – B

Students could answer the following questions:

- a. How questions can be framed?
- b. What is complete sentence?
- c. What are questions words?
- d. What are the main elements of complete sentence?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to frame questions according to situation.		
Able to identify elements of complete sentence		
Able to identify complete sentence.		

Session 3: Dealing with Customers in Retail Environment

Relevant Knowledge

Whenever a customer shops for items, there is a conversation exchange. Some standard sentences used at the time of shopping will be discussed in this session.

Read aloud following sentences:

1. I am searching for 'kissan Jam'; do you have any idea where it is placed?
2. Can you weigh me a kilo of potatoes?
3. I want a packet of harvest Gold Brown bread.
4. I want a dozen of bananas. Are these fresh?

Asking the price

The customer in a retail environment use to enquire about product price from the sales person at the counter on the floor.

Examples:

1. Excuse me how much does this jeans cost?
2. Is there any offer available with this bad sheet?
3. Do you offer discount on products?
4. Is this shirt available on discount?
5. How much discount you can offer?

Read aloud following -

Some examples of phrases are used while negotiating on different occasions.

1. This is too costly...
2. Can you give me a discount...
3. That is not possible...
4. Look at the quality of the paper. It is the best quality...
5. I know but...
6. I am buying a large number of cards...
7. Okay, let me see...
8. That is the maximum discount I can give you...
9. Is that your last price...
10. Ok, let us settle for...

Session Plan 3: Dealing with Customers in Retail Environment

1. **Session Topic:** Dealing with Customers in Retail Environment
2. **Objectives:** To develop students knowledge skills and abilities for dealing customers in the store while shopping.
3. **Material/ Equipment:** Charts, sketch pen, rulers, computer, slides, open source software for slide presentation, LCD projector and Video on dealing customers.
4. **Preparations:**
 - Prepare point for interactive lectures
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic
3. Make an opening by explaining purpose and importance of the lecture and/ or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on the topic.
6. Ask questions to the students related to the topic with real examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and question of students.
10. Summarize the topic and emphasize on the key points.

T2: Role Play

Ask 5 students to act as customer and 5 students act as a salesman to deal them for their queries. And help them during their conversation to rightly deal. Further continue the same role play activity with other group of students, next time you can ask students to reverse their role with other student.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part – A

Student could differentiate between

- a. Active and passive customers.

Part – B

Students could answer the following questions:

- a. How to deal customer with different queries.
- b. What are the standard sentences customers use when queries while shopping have?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to deal with customers effectively		

Session 4: Principles of Communication

Relevant Knowledge

Meaning of Communication

Communication is the process of transforming information, thoughts, opinion, messages, facts, ideas and understanding from one person, place to another person, place.

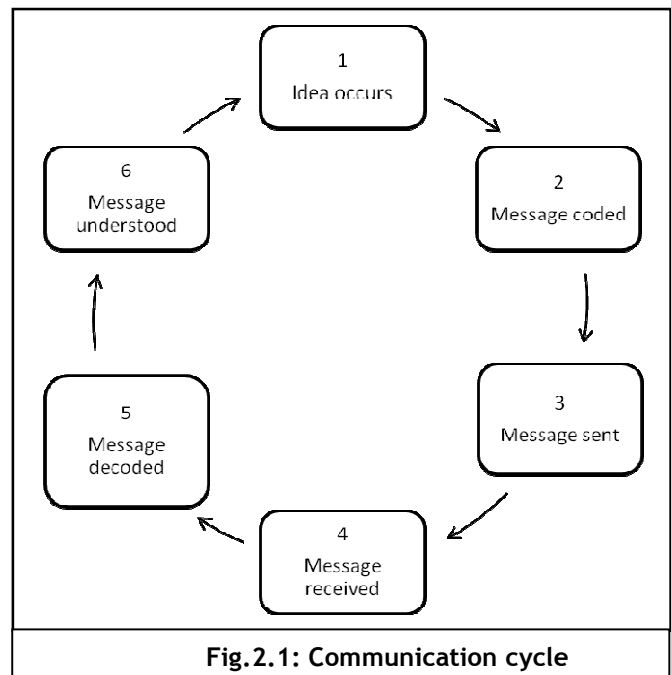
The communication, which gives life to an organizational structure and so, it can be linked with life blood of an organization. Effective communication is 20 per cent what you know and 80 per cent how you feel about what you know. It is a thread that holds the various interdependent parts of the organization together.



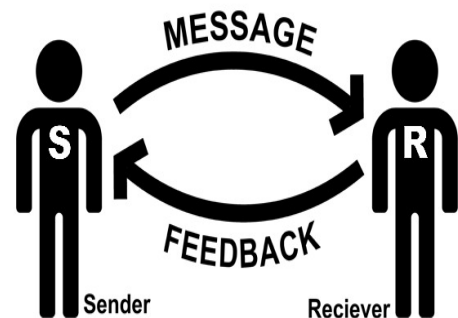
Communication is one of the basic functions of management in any organization and its importance can hardly be overemphasized. Good and effective communication is required not only for good human relation but also a good and successful business. Indeed it establishes and disseminates the goals of an enterprise. It helps in arriving at vital decisions, planning and co-ordination.

Communication Cycle

Communication is understood and acted upon at different degrees of effectiveness. A communication is effective when the experience of both the communicator and receiver is satisfying and the goal of the interaction is achieved and vice-versa. Therefore, communication should be simple, clear, accurate and precise. To understand the communication process better we need to familiarize ourselves with the **communication cycle** (Fig.1). Let us now try to understand what we mean by communication cycle.



The communication cycle in essence is the process of communication. The “sender” “encodes” the message into words and sent the coded message as he/she speaks or writes the “message” out. Messages are conveyed through channels including telephone, videoconferencing, letters, emails, meetings, memos, records and reports. It is then “decoded” by the “receiver” by hearing or reading the message in order to understand what the sender wants to convey.



Communication has three important parts – **transmitting, listening and feedback**. The sender is transmitting the message through one medium or another. The receiver listens to the message and then conveys his understanding of the message to the sender in the form of feedback to complete the communication cycle.

Principles of Communication

There are 7 C’s of effective communication which are applicable to both written as well as oral communication.

1. **Completeness** - The communication must be complete. It should convey all facts required by the receiver. A complete communication has the following features:

- No crucial information is missing from the message.
- It gives additional information wherever required.
- It leaves no questions in the mind of the receiver.
- It persuades the receiver.



2. **Conciseness** - Conciseness or shortness means that minimum words without forgoing the other C’s of communication should be used to communicate. For instance saying, ‘Sir, I want to bring to your notice that two men entered the premises at 3 pm.’ is too long. The same information can be briefly said as, ‘Two men entered the premises at 3 pm. Concise communication has the following features:

- It is time-saving as well as cost-saving.
- It underlines the main message
- It is more appealing to the receiver.

- 3. Consideration** - Consideration implies that the audience view points, background, mind-set, education level, their specific requirements, emotions, etc. should be considered while communicating with them. You need to modify your words in the message to suit the audience's needs.
- 4. Clarity** - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clarity ensures that communication is simple and intelligible. Enunciating syllables clearly, accurate word stress and speaking slowly improves clarity. Clarity in communication has the following features:
- It makes understanding easier.
 - Complete clarity of thoughts and ideas enhances the meaning of message.
 - Clear message makes use of exact, appropriate and concrete words.
- 5. Concreteness** - Concrete communication implies being particular than general. For example, saying 'Two men entered the premises at 3 pm.' is more appropriate than saying 'Two people entered the premises at 3 pm' or 'Two men entered the premises around 3 pm'. Concrete message has the following features:
- It is supported with specific facts and figures.
 - It makes use of words that are clear and that build the reputation.
- 6. Courtesy** - Courtesy in message implies that the message should show the sender's expression as well as respect the receiver. Courteous message has the following features:
- It uses terms and feelings of the receiver of the message.
 - It is positive and focused on the audience.
 - It is not biased.
- 7. Correctness** - Correctness in communication implies that there are no grammatical errors in the communication. Correct communication has the following features:
- The message is exact, correct and well-timed.
 - It makes use of appropriate and correct language in the message.

Session Plan 4: Principles of Communications

1. **Session Topic:** Principles of Communication
2. **Objectives:** To develop student's knowledge, skills and abilities for identifying elements of communication cycle.
3. **Material/ Equipment:** Charts, sketch pen, rulers, computer, slides, open source software for slide presentation.
4. **Preparations:**
 - Read the glossary given at the end of this hand book.
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture:

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic such as meaning of communication, communication cycled principles of communication.
3. Make an opening by telling students the purpose of the lectures or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Draw the communication cycle on the blackboard/ white board and explain each element to the students/ make a slide presentation on communication cycle and explain the same to the students.
6. Relate the topic to the situation and ask questions.
7. Provide specific examples.
8. Involve students by giving them the opportunity to ask questions related to the topic.
9. Clarify any question students may have.
10. Summarize the topic and emphasize on the key points.

T2: Role Play

- A. Conduct “Role Plays” to make your students understand the various elements e.g. the communication cycle. Ask your students to remember the six essential principles of an effective communications which are as follows:
1. The information should be delivered in a clear message.
 2. Message should be delivered timely.
 3. Message should be complete.
 4. Message should be concise.
 5. Message should be factual.
 6. Message should be accurate.

You may use the following scenario to conduct the role play.

The sales person in the retail store of XYZ company stopped a customer’s looked worried and asked. ‘Good morning sir! May I help you’ customer who was screening something in the retail store replied ‘oh yes! I have purchased lots of stuff yesterday but by mistake one item I found rotten, that I want to exchange’ the sales-man replied politely. It is ok sir, please come with me to the customers care desk will check what best can be done in your case. Customer could release his worries and replied ‘ thank you’ with smile.

- B. Conduct role play to teach application of principles of communication in different scenarios related to retail. The sentences may include the following:
- i. The function is at 6.30 pm. on Monday, 16th December, 2013.
 - ii. You must reach the office on time.
 - iii. I will not perform any duty which is not assigned to me.
 - iv. Every sales person/ employees are expected to do their best.
 - v. Complete the work and report to the supervisor.
 - vi. I will write the report and submit you.

T3: Games

Preparations: 20 Min.

This game is played in pairs, with a student as an observer. Divide the class into groups of 2 students each. Designate a student as an observer for each group. The observer will take note of the answers given by the students in the group.

Process:

Duration: 1 Hours 10 min.

1. Ask the students from each group to make a group chart of their school premises. They have to especially represent the entry and exit points of the school. The task should be done in a group.

2. The observer will write down their observations.
3. At the end of half an hour, the chart drawing stops.

The observers are expected to report their observations of their group to the whole class. The group provides feedback to the observe on his/her report based on the principles of communication.

T4: Practice Session

Ask your student to draw the communication cycle and submit the same as part of their student portfolio.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part – A

Student could differentiate between

- a. Sender and receiver
- b. Idea and message
- c. Principles of effective communication

Part – B

Students could answer the following questions:

- a. What is communication cycle?
- b. What are the different elements of communication cycle?
- c. How to apply various principles for making communication effective?
- d. What is the difference between clarity and concreteness?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Construct a sentence that conveys all facts required by the receiver.		
Construct a sentence with a specific message		
Express in a manner that shows respect to the receiver of the message.		
Identify elements of communication cycle		
Draw a diagram of communication cycle.		

RS103-NQ2012 – GOODS MANAGEMENT IN RETAIL

Introduction

Goods can be defined in Commerce as an inherently useful and relatively scarce tangible item (article, commodity, material, merchandise, supply, wares) produced from agricultural, construction, manufacturing, or mining activities. According to the UN Convention On Contract For The International Sale Of Goods, the term 'good' does not include (1) items bought for personal use, (2) items bought at an auction or foreclosure sale, (3) aircraft or oceangoing vessels. In Economics, it is a commodity, or a physical, tangible item that satisfies some human want or need, or something that people find useful or desirable and make an effort to acquire it. Goods that are scarce (are in limited supply in relation to demand) are called economic goods, whereas those whose supply is unlimited and that require neither payment nor effort to acquire, (such as air) are called free goods.

Session 1: Types of Retail Goods

Relevant Knowledge

Types of Consumer Goods

We can study the kinds of goods under following heads:

11. Convenience Goods

Goods which are easily available to consumer, without any extra effort are convenience goods. Mostly, convenience goods come in the category of nondurable goods such as like fast foods, confectionaries, and cigarettes, with low value. The goods are mostly sold by wholesalers to make them available to the consumers in good volume. Further, convenience goods can be sub-categorized into:

- Staple Convenience Consumer Goods
- Impulse Convenience Consumer Goods
- Shopping Consumer Goods
- Specialty Consumer Goods
- Non Sought Consumer Goods
- Durable Consumer Goods
- Non Durable Consumer Goods

- Step convenience consumer goods
- Impulse convenience consumer goods
- Shopping consumer Goods
- Specialty consumer Goods
- Non sought consumer Goods
- Durable consumer Goods

Slide 1: Types of Retail Goods

Staple Convenience Consumer Goods

Goods which come under the basic demands of human beings are called staple convenience goods. For example, milk, bread, sugar, etc.

Impulse Convenience Consumer Goods

Goods which are brought without any prior planning or which are brought impulsively are called impulse convenience goods. For example, potato wafers, candies, ice creams, cold drinks, etc.

Shopping Consumer Goods

In shopping consumer goods, consumer do lot of selection and comparison based on various parameters such as cost, brand, style, comfort etc, before buying an item. They are costlier than convenience goods and are durable nature. Consumer goods companies usually try to set up their shops and show rooms in active shopping area to attract customer attention and their main focus is to do lots of advertising and marketing to become popular.

Goods like

- Clothing Items
- Televisions
- Radio
- Foot Wears
- Home Furnishing
- Jewelleries

All these come under the category of shopping goods.



Specialty Consumer Goods

Goods which are very unique, unusual, and luxurious in nature are called specialty goods. Specialty goods are mostly purchased by upper-class of society as they are expensive in nature. The goods don't come under the category of necessity rather they are purchased on the basis personal preference or desire. Brand name and unique and special features of an item are major attributes which attract customer attraction in buying them.

Examples of Specialty Products are:

- Antiques
- jewelry
- wedding dresses
- cars



Non Sought Consumer Goods

Goods or Services like insurance which are available in the market but customer is not really interested in buying them are called non-sought goods.

Tips: Explain your students the differentiation of products with the help of examples and ask them to quote example of each category of products for their better understanding.

Durable Consumer Goods

Goods which have long life span and usage period are called durable goods.

Examples:

- Furniture
- Kitchenware
- Consumer Electronics



Semi-Durable Consumer Goods

Goods which have limited life span or usage period are called semi-durable goods.

Examples:

- Clothes
- Foot Wears
- Artificial Jewellery
- Home Furnishing



Non Durable Consumer Goods

Goods have a very short life span and are perishable in nature are called non-durable goods.

Examples:

- Milk
- Bread



Session Plan 1: Types of Retail Goods

1. **Session Topic:** Types of Retail Goods
2. **Objectives:** To develop student's knowledge, skills and abilities for identifying retail goods.
3. **Material/ Equipment:** charts, sketch pen, rulers, computer, slides, open source software for slide presentation, LCD projector.
4. **Preparations:**
 - Prepare points for interactive lectures
 - Arrange all the materials well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic
3. Make an opening by explaining purpose and importance of the lectures and / or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on the topic.
6. Ask questions to the students related to topic with real examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of students.
10. Summarize the topic and emphasize on the key points.

T2: Discussion

1. Discuss why do we need to differentiate goods.
2. Discuss different types of goods.
3. Discuss requirements and care to be taken while handling each category of goods.

4. Discuss one case of specialty store or general merchandising store for goods handling.

Check List for assessment activity

Use the following checklist to check whether your students could not all the requirements for assessment.

Part – A

Student could differentiate between

- a. Durable and non-durable goods
- b. Durable and semi-durable goods

Part – B

Students could answer the following questions:

- a. What are goods?
- b. What is the basic nature of durable and non-durable goods?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify the various types of goods in retail environment		

Session 2: Material Handling

Relevant Knowledge

Objectives and Principles of Material Handling

Material handling is an important element, which determines the productivity of a Retail House. Material handling is highly labor intensive as compared to any other operations. Therefore the personnel cost in material handling is usually high. Most of the activities in material handling require significant manual handling and hence has little benefits from computerization and improved information technology.

- Planning principle
- Standardization principle
- Programme principle
- Unit load
- Space utilization principle
- System principle
- Automation principle
- Environmental principle
- Life cycle cost principle

Slide 1: Principle of Material Handling

Materials handling includes all movement of materials, in a manufacturing situation. It has been defined by the Materials Handling Division, American Society of Mechanical Engineers, as follows: "Materials handling is the art and science involving the moving, packing, and storing of substances in any form."



Handling

The primary handling objective in a store is to sort inbound shipment according to precise customer requirements. The three handling activities are receiving, in-storage handling and shipping.





Receiving

When material reaches the store it has to be received by the Retail store. One of the important activities here is to unload the goods from the transportation vehicle. Most of the time unloading is done manually. Containerized or unit-load shipments considerably reduce the unloading time.

Shipping

Shipping consists of checking and loading orders onto transportation vehicles. As in receiving, shipping is manually performed in most systems.

MATERIAL HANDLING PRINCIPLES

The principles of materials handling which ensures effective and efficient handling of material are as follows:

1. **Planning Principle:** All material handling should be the result of a deliberate plan where the needs, performance objectives and functional specification of the proposed methods are completely defined at the outset. A plan is a prescribed course of action that is defined in advance of implementation. In its simplest form material handling plan defines the material (what) and the moves (when and where); together they define the method (how and who)
2. **Standardization Principle:** Material handling methods, equipment, controls and software should be standardized within the limits of achieving overall performance objectives and without sacrificing needed flexibility, modularity and throughput anticipation of changing future requirements. Standardization means less variety and customization in the methods and equipment employed.
3. **Work Principle:** Material handling work should be minimized without sacrificing productivity or the level of service required of the operation.

The measure of work is material handling flow (volume, weight or count per unit of time) multiplied by the distance moved.

4. **Ergonomic Principle:** human capabilities and limitations must be taken into consideration while designing material handling tasks and equipments
5. **Unit Load:** Unit load should be properly determined so that it accommodates all materials and material handling becomes easier.
6. **Space Utilization Principle:** Effective and efficient use must be made of all available space.
7. **System Principle:** Material handling and storage should be fully integrated so that there is a smooth flow of materials in the Retail store.
8. **Automation Principle:** Material handling operations should be mechanized and/or automated where feasible in order to improve operational efficiency. This will reduce potentially unsafe manual labor operations.
9. **Environmental Principle:** Environmental impact and energy consumption such as petrol, diesel, should be considered as criteria when designing or selecting material handling systems.
10. **Life Cycle Cost Principle:** Cost of equipment throughout its entire lifecycle and not only its initial cost should be considered before selecting it.

Methods and Equipment

There are many methods used to handle materials. Manual handling activities include carrying and the moving of loads, as well as pushing, pulling, lifting up and putting down. The moving and handling of materials must be done with the proper equipment by experienced and trained staff. Some of the common types of material handling equipment used include cranes, slings, moving trucks, forklifts, pallet jacks, hand dollies, conveyors, trailers, storage bins, pallets, and storage containers.

In the modern complex production system, manual material is inefficient as compared to mechanized material handling. Moreover, it is more dangerous. So many types of material handling equipments have been developed to perform all these services.



Safety aspects: Manual handling of containers may expose workers to chemical and physical hazards that can lead to illness, injuries, wasted energy, and wasted time. Using the wrong equipment or letting just anyone try to move and store materials can lead to accidents. Safety is an important aspect of material handling. Equipment that is used must be big enough to safely handle the load being transported. The main risks due to which injuries happen in manual material handling tasks include:

- Awkward postures (e.g., bending, twisting).
- Repetitive motions (e.g., frequent reaching, lifting, carrying).
- Static postures (e.g., maintaining fixed positions for a long time).
- Forceful exertions (e.g., carrying or lifting heavy loads).

To avoid these problems, the capabilities of the workers should be assessed and then the work task should be assigned accordingly. Steps for reducing risk will increase productivity of employee, service quality, and boost the morale of the workers. It will also lower the costs by reducing errors or rejects, less use of medical services and compensation claims, good worker turnover, etc.

Factors affecting the selection of Material Handling Equipment

The selection of materials handling equipment requires the attaining of proper balance between the production problem, the capabilities of the equipment available, and the human element involved. The ultimate aim is to arrive at the lowest cost per unit of material handled.

Equipment factors to be taken into consideration may well include the following:

1. **Adaptability:** the load carrying and movement characteristics of the equipment should fit the materials handling problem.

2. **Flexibility:** Where possible the equipment should have flexibility to handle more than one material, referring either to class or size.
3. **Load capacity:** Equipment selected should have great enough load-carrying characteristics to do the job effectively, yet should not be too large and result in excessive operating costs.
4. **Power:** Enough power should be available to do the job.
5. **Speed:** Rapidity of movement of material, within the limits of the production process or plant safety, should be considered
6. **Space requirements:** The space required to install or operate materials handling equipment is an important factor in its selection.
7. **Supervision required:** As applied to equipment selection, this refers to the degree of automaticity designed into the equipment.
8. **Ease of maintenance:** Equipment selected should be easily maintained at reasonable cost. Environment: Equipment selected must conform to any environment regulations.
9. **Cost:** The consideration of the cost of the equipment is an obvious factor in its selection.

Session Plan 2: Material Handling

1. **Session Topic:** Material Handling
2. **Objectives:** To develop student's knowledge, skills and abilities for identifying the process of goods management.
3. **Material/ Equipment:** Charts, sketch pen, rulers, computer, slides, open source software for slide presentation, LCD projector.
4. **Preparations:**
 - Prepare points for interactive lectures
 - Arrange all the materials well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic
3. Make an opening by explaining purpose and importance of the lectures and/or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on the topic.
6. Ask questions to the students related to topic with real examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of student.
10. Summarize the topic and emphasize on the key points.

T2: Discussion

Process

1. Discuss objectives and principles of Material Handling
2. Discuss methods and equipment of material handling.
3. Discuss the factors affecting the selection of Material Handling equipments.
4. Discuss a case of material handling with students in the class.
5. Discuss safety measures should be taken into consideration while handling material.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part – A

Student could differentiate between

- (ii) Handling and receiving of goods
- (iii) Lifting and moving goods

Part – B

Students could answer the following questions:

- a. What is material management?
- b. What is handling and receiving of goods?
- c. What is lifting and moving of goods?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify the various principles of material management of goods at work place.		

Session 3: Documentation in Goods Handling

Relevant Knowledge

The purpose of this unit standard is intended for people who will receive stock in a Retail outlet. These persons are able to receive stock in a retail organization, implement security procedures to prevent shrinkage and losses and enhance the efficiency of the supply chain by recording required information on stock being received. Make sure you manage your study, practical, workplace and portfolio time responsibly to observe the in retail shop functioning of documentation.

Receiving Goods

When stock arrives at the organization, it will more than likely arrive in a truck or in a container, which needs to be off loaded. Before you start the offloading processing you need to know not only what the stock consists of but also its characteristics.

- Offloaded stock is sorted according to organizational requirements and stock characteristics
- The stock received is recorded as per organization's procedures.
- The stock received is checked against required documentation.
- All variances between actual stock received and invoiced/ordered stock are identified and resolved according to organization's procedures.

Relevant documentation is completed according to organization's procedures. As goods are off loaded and sorted they will then enter into receiving where a record of the stock is recorded.

Systems for receiving and maintaining stock are important to make sure that work is not held up or delayed while essential supplies are being ordered and delivered.

As stock is received in your workplace, checks need to be made so that what is actually paid for or billed is actually received and is in good condition. Other considerations include making sure that stock does not have to be thrown out because it has passed its use by date or has reached the point where it is no longer able to be used. Foodstuffs, film, medicines and chemicals are examples of stocks that have to be used by a certain time. Safety is also important, as some supplies cannot be stored with others – imagine storing poisons with foodstuffs!

Workplaces have systems in place to ensure that stock is:

- Available when it is required
- Fit for use
- Managed cost effectively and wastage is kept to a minimum.

Every workplace will have differences in how stock is ordered, received and stored. For each of these the organization will have a policy.

To make sure the flow of goods through a warehouse is smooth and effective; we need a method of recording and tracking goods between all groups involved in the exchange process. We need a way to show that suppliers, purchasers, carriers and distribution centers have all played their part correctly. This is necessary to show exactly what goods have been given to whom, and as evidence of work and receipt of goods on which payments will be based. Individual warehouses will have different systems for recording the movement and storage of goods. These systems can be manual or computerized.

Delivery note: A delivery note is usually supplied with the goods at the time of delivery. It will state what the supplier has actually delivered to the store. This is probably the most important receipt document of all. Goods delivered are checked against the delivery note to confirm the delivery is correct. The delivery note is used to check the delivery has come to the right place and it contains the correct goods.

Invoice: Invoices are used for the same purpose as the delivery document. However, invoices are used in situations where the distribution centre actually purchases the goods rather than just distributing them for somebody else. Goods received are checked against the amount and description stated on the invoice. The invoice may contain: • a single item or • many items. Invoices are normally sent with the load of goods. Invoices are very important documents as they are used to bill the receiving company. Great care must be taken to make sure that goods received are accurately checked against the invoice. Like the delivery docket, the invoice is used to check that:

- The delivery is at the right place
- The delivery has the right products
- The delivery has the right amount of products

Consignment note: A consignment note is used when the delivery is contracted out to a private carrier. They show what is to be receipted and are usually issued by the carrier of the delivery, as a record of what has actually been sent.

In some cases, the goods on a consignment note may be checked with other delivery documents (invoice, manifest etc). A consignment note usually does not give a product description, but will give information like how many boxes, pallets, bags, bales etc. The important sections are:

- Pallet control information
- Number of items
- Description
- Receiver
- Signature of receiver

Internal packing note: The internal packing note is used to carry out a more detailed check of the stock delivered, once the outer containers, such as cartons, drums, boxes

and pallets have been broken down and the stock is ready for inspection and then storage. The packing note lists what is actually within each unit delivered. It should give specific information regarding quantity, type, size, specifications, colours, etc.

Electronic data systems: Many Retailers today use special computer systems in the received of goods. This is called an automated system. Automated systems cut down on paper work and are very quick when it comes to checking and transferring information. The main features of an automated system are:

- Consignment notes sent through a computer as proof of delivery.
- Barcodes used on consignment notes.
- Bar-coded delivery labels.
- Speedy pricing.

Sometimes with automated received systems, computers can be used to provide extra information. Daily dispatch details can be looked at for numbers of:

- Deliveries
- Amounts
- Weights
- Money charged

Regardless of whether the process is completed manually or electronically, it is critical to have a record of what was ordered, what was supposed to arrive and for you to check that the stock actually arrived. Also, the stock must be checked to ensure that it is fit for use. For example, in the paper industry, a roll of paper that will have plastic or foil laminated onto it, may arrive without any protective layer as the first hundred meters will be wasted in setting up the machine and getting it running correctly. The edge may be trimmed in the process. The excess acts as appropriate packaging for the roll of paper and is allowed for. If the outer layer is marked, this will not matter as it is trimmed off or wasted.

In many workplaces, the deliverer cannot leave until the receiver provides a signature on the suppliers' documentation. In most enterprises, the signing of this document indicates that the goods arrived as listed on the consignment notice. In this case, it should not be signed unless the stock has been checked.

When checking stocks not according to list

- Damage that means stock cannot be used.
- Fitness to use (spoiled, soiled, dented, cracked, etc.).
- Use by date (freshness, viability, etc.).
- Colour, size (stock may be of the correct number but wrong size, colour, etc.).

Where any variations or problems are identified, check workplace procedures that apply to this situation. Options include:

- Replacement
- Credit

- Disposal and credit
- Selling off as 'seconds'
- Repair and charging to supplier
- Return to supplier

When a delivery is incorrect or damaged, a damage or shortage report must be completed. This includes when:

- Goods arrive damaged
- A shortage occurs in delivery
- Goods fail to arrive at the stipulated time

Documentation in Goods Handling

Visit an organization or an Industry, interact with the employer and employees of the organization/industry and ask the following questions and write their reply in not more than 50 words:

Session Plan 3: Documentation in Goods Handling

1. **Session Topic:** Documentation in Goods Handling
2. **Objectives:** To develop student's knowledge, skills and abilities for identifying various documents used in goods moving.
3. **Material/ Equipment:** Charts, sketch pen, rulers, computer, slides, open source software for slide presentation, LCD projector.
4. **Preparations:**
 - Prepare points for interactive lectures
 - Arrange all the materials well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic such as documentation required for handling goods.

3. Make an opening by explaining purpose and importance of the lectures and/or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on the topic.
6. Ask questions to the students related topic to real examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of student.
10. Summarize the topic and emphasize on the key points.

T2: Discussion

Process

1. Discuss documentation used is material.
2. Circulate document and discuss entry of records.
3. Discuss about electronic data system used for material handling.
4. Discuss about writing note in the process of material handling.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part – A

Student could differentiate between

- a. Delivery note and consignment note
- b. Internal packing note and consignment note.

Part – B

Students could answer the following questions:

- a. What is documentation in Goods handling?
- b. What is delivery note?
- c. What is consignment note?
- d. What is internal packing note?
- e. What are electronics data system used for material handling?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify documents in material handling.		

Session 4: Procedure of Moving Goods

Relevant Knowledge

Movement of materials from one processing area to another and from department to department necessitates the use of many personnel and equipment and the handling of treatment tonnages of materials. Materials handling includes all movement of materials, in a manufacturing situation.

“No movement, no cost” is hardly practicable for a complete manufacturing process.

Advantages: The following are the advantages of effective handling of goods,

- Lower the unit materials handling costs.
- Reduce the manufacturing cycle time.
- Contribute toward a better control of the flow of goods.
- Provide for improved working conditions and greater safety in the movement of materials.
- Provide for fewer rejects..
- Achieve decreased storage requirement.
- Gain Higher productivity at lower manufacturing cost.

Responsibilities: Responsibilities are assigned such a staff group may well include:

1. Determining all new methods for the handling of new materials or products and selecting the equipment to be utilized.
2. Conducting research in materials handling methods and equipment.
3. Conducting education and training for all manufacturing personnel in good material handling practices.
4. Establishing controls of current materials handling costs by analysis of costs and comparison to budgets of either unit or total materials handling costs.
5. Initiating and conducting a continuing materials handling cost-reduction or cost improvement program.
6. Determining measurements for effectiveness of materials handling that can become the yard – sticks for progress in this activity.
7. Developing and conducting a preventive maintenance program for all handling equipments.

Manual Handling

In the retail industry, manual handling tasks may include packing and unpacking stock, stacking shelves, taking cartons on and off pallets, hanging up clothing on racks, moving mobile racks, moving trolleys and cleaning floors and shelves. Most injuries in

the retail industry result from manual handling activities. Strain injuries occur through sudden overexertion or continuous overuse. Back injuries can result in some of the most serious types of strain. Too much strain on your back can lead to long-term damage.

Manual handling risk in the retail industry is often associated with -

1. Frequent or prolonged manual handling tasks.
2. Bending where the hands pass below mid-thigh level.
3. Reaching above the shoulder.
4. Twisting the back.
5. Handling objects that are difficult or awkward to move, due to their weight, shape, size or instability, and
6. Handling objects placed or stored below mid-thigh level or above the shoulder.

Ways to reduce the risk

Your employer must assess manual handling risk and control manual handling problems. You must be provided with instruction and training for manual handling tasks. Risk controls include:

1. **Eliminating double handling** by reducing the number of times an object is handled, and where possible moving the stock directly from delivery to display
2. **Changing the size or weight of packaging** by breaking down large loads into smaller ones, and finding out if stock is available in smaller sizes. Smaller loads can be lifted and handled more easily
3. **Reducing push/pull forces** e.g. removing the need for bending, twisting and reaching movements when placing items on a shelf, rack or pallet, or limiting the number of shopping trolleys to be collected at one time.
4. **Providing suitable equipment** such as trolleys or pallet jacks to move stock, and a stable, sturdy step ladder to allow you to stack shelves at the correct height, and
5. **Providing a safe workplace layout** which allows you enough space to move and work safely

- Eliminating double handling
- Changing the size or weight of packaging
- Reducing Push/ Pull forces
- Providing a safe workplace layout
- Providing suitable equipment

Slide 1: Ways to reduce risk

You must follow instructions and safe work procedures provided by your employer, which may include:

- Cleaning all spills immediately
- Placing "slippery floor" signs in public areas when spills are being cleaned or the floor is wet

- Making sure there are no trailing electrical cords on the floor
- Keeping floors and walkways free of stock, boxes, cartons, equipment and rubbish
- Using steps and ladders correctly, and
- Wearing low-heeled shoes with good tread.

Working safely with sharp equipment and tools

Employees may need to use sharp knives, scissors, tools and equipment in the retail industry. Examples include carton trimmers to cut open cardboard cartons, knives and food slicers for food preparation, and trimmers and saws to cut materials to length in hardware stores.

Requirements should include:

- Using appliances and tools only for the purpose for which they are designed.
- Keeping cutting tools clean and sharp.
- Keeping all guards in place and keep your fingers and body away from any moving parts.
- Cutting away from your body when using knives or trimmers.
- Always putting sharp knives and tools away after use, and
- Not leaving knives or slicing blades in dish water, as others may cut themselves when they put their hands in the water.

You must follow instructions for using electrical equipment. These should include:

- Switching off appliances at the power point before you pull out the plug.
- Disconnecting broken appliances and not using frayed cords or broken power points.
- Not using too many appliances from the same power point, and
- Always keeping electrical cords off the floor to reduce the risk of damage from drag or contact with sharp objects.
- To reduce the risk of injury or harm, employers should have cash handling procedures and must train you in these procedures.

Procedures should cover:

- Removal of excess cash from the till to safe storage.
- Displaying signs where they can be clearly seen informing customers of limited cash holdings.
- Not handling cash in front of customers, and
- Delivery and deposit of money at the bank.

Opening and Closing Procedures

Your employer should have simple written procedures for opening and closing the shop. This is important if the shop is isolated, or if you have to open and close it when the employer or other employees are not around. It is safer if more than one person opens or closes the shop. A work experience student should always be supervised.

Procedures should cover checking to make sure:

- There are no suspicious people or vehicles around when you enter or leave the work place
- No one has broken in - if there are signs of a break-in, you must know what action to take
- Before leaving, that the safe (if there is one) and all entries, exits and windows are securely locked, and
- There are no unauthorized persons remaining on the premises.

Session Plan 4: Procedure of Moving Goods

1. **Session Topic:** Procedure of Moving Goods
2. **Objectives:** To develop student's knowledge, skills and abilities for identifying the procedure to moving of goods.
3. **Material/ Equipment:** Charts, sketch pen, rulers, computer, slides, open source software for slide presentation, LCD projector.
4. **Preparations:**
 - Prepare points for interactive lectures
 - Arrange all the materials well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic

3. Make an opening by explaining purpose and importance of the lectures and / or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on the topic.
6. Ask questions to the students related topic to real examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of student.
10. Summarize the topic and emphasize on the key points.

T2: Discussion

Process

1. Discuss the advantages of effective goods handling.
2. Discuss the responsibilities assigned to staff in moving goods.
3. Discuss manual handling.
4. Discuss the ways to reduces the risk.
5. Discuss the safety measures during moving of goods.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part – A

Student could differentiate between

- a. Manual moving and machine moving
- b. Material moving and material receiving.

Part – B

Students could answer the following questions:

- a. What is manual handling?
- b. What are the ways to reduce risk?
- c. What are the safety measures used for moving the goods?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include but not limited to:

Performance Standard	Yes	No
Able to demonstrate the safety measures used in the procedures of moving goods.		

RS104-NQ2012 – CUSTOMER SERVICES

Introduction

A retailer or shopkeeper has to understand the value of customers for being more successful. Retailing is complete or successful only when customers are satisfied with the product and services provided by the retailer. It will result in good profit margin, broad market base (large number of customers/consumers), good retail image and right positioning of the retailer's brand.



Customers expect almost all retailers to provide certain services: displaying merchandise, accepting credit cards, providing parking, and being open to convenient hours. Customer Service is the "sum of acts and elements that allow consumers to receive what they need or desire from the retail establishment." When a customer enters the store, it is important that the retailer or the sales associate does everything in his power to make the customer feel welcomed, important, and make sure he leaves the store satisfied. Giving the customer full, undivided attention and helping him find what he is looking for will contribute to the customer's satisfaction.

In this Unit we will try to understand the difference between a customer and consumer, the behaviour of the customers and how to provide effective service to the customer.

Session 1: Conceptual Framework

Relevant Knowledge

Differentiating Between Consumer and Customer

It is very important to understand the difference between customers and consumers, especially in retailing because it really matters whether you clients are customers or consumers. Let us now see what the difference between the customer and a consumer is.



A **Customer** is any person who enters the retail outlet and purchases merchandise or uses services for self or others, whereas a **Consumer** is any person who has consumed or utilized any product or service for his / her personal equipment or need.

We can understand the difference between the two through a situation in our day to day life. For example, when a housewife goes out shopping to buy household items, she buys different merchandise from the store. She is a customer to the retail outlet. When she reaches home, other members of the family also use products, though they haven't purchased it. All the family members including the housewife who have utilized the products for their personal use are consumers.

In retailing it is very important to convert and increase our customers into the consumers. Satisfied consumers will not only become customers but also promote the retailer and its product and services.

Customer: Who purchase product and services for self or others.

Consumer: Who consume or utilize product or services for personal need.

Slide1: Concept of customer & consumer

Identifying Customer's Needs and Behaviour



Need is something that is necessary for organisms to live a healthy life. Needs can be objective (e.g. physical needs, such as food, shelter, clothing, etc.) or subjective (includes emotional, moral, intellectual, and spiritual needs, e.g., good behaviour, self esteem, fairness, etc.). Needs varies with place and age group.

Customer's needs are the stepping stone to all modern marketing concepts. The manufacturer or retailer has to give due attention, importance and care in understanding and assessing or identifying the needs of consumers to gain competitive advantage. The retailer should use all his/her efforts and strategies to identify, emphasize, and satisfy the customer needs. For survival, profitability and growth in a highly competitive market environment, it is very important to understand the needs or demands of the consumer.

Based on the type of products, customer's needs can be divided into demand for tangible and non-tangible products.

- a) **Tangible** products are those products which you can touch and feel. Examples include milk, soap, electronic gadgets, bicycle, books, etc.
- b) **Intangible** products are the services, which you cannot touch but feel. Examples include telephone services, beauty salon services, tailoring services, etc.

Basic Needs of Customer: The basic needs of the customer can be divided into the following:

- (i) **Warm welcome:** As a retailer, you should extend a warm welcome to the customer and greet him/her graciously. A customer shouldn't feel neglected when he/she approaches the retailer or sales associate.
- (ii) **Understanding:** Customers need to feel that the person serving the customer understands and appreciates the views, expressions, and circumstances, feelings without any criticism or judgment for satisfaction of the customer.

Tips: Explain your students Maslow's need hierarchy. Put suitable example for each take of need & them to give one example for one type of need for their better understanding.

- (iii) **Fairness:** Customer wants to be treated fairly. Customers get very much annoyed and dissatisfied when they feel they are not given due attention in the retail store.
- (iv) **Control:** Control means the customer's perception to meet his demand at the earliest with positive outcome.
- (v) **Options and alternatives:** Customers need to feel that other option and alternatives are available to get what they want is accomplished and he is satisfied. Customers need to be educated and informed about variety of different products and services. They hereby don't want to waste precious time doing homework on their own to purchase desired product and services available in store.
 - 1. Safety.
 - 2. Performance.
 - 3. Appearance.
 - 4. Comfort.
 - 5. Economy.
 - 6. Durability.

Identifying customer's needs: In order to identify customer needs and make use of this information you will need to do three things:

1. **Communicate effectively** with your customers and find out how you can satisfy their needs better.
2. Establish ways to **record and interpret customer feedback.**
3. Use this information when making important **decisions about marketing, buying, merchandising and selling.**

Factors Influencing Customer's Behaviour

The increasing income levels, new products, standard of living, competition in the market and increasing consumption patterns have contributed for the demand creation of these varied stores. Let us now identify some of the factors which influence the consumer behaviour.

Social factors: The social factors that influence consumer behaviour in retailing are family, reference groups, social class, status or social position, interests, age, gender, marital status. We will discuss these factors briefly to understand their importance.

- (i) **Family:** It is the most important factor which influences an individual as well as group in buying. Specially, in our country family plays very important role in consumer behaviour. For example, when you want to buy bike or laptop, your parents or your brother might influence your buying. When a person wants to buy

a car or even go for movies, he usually consults his friends or people who have used the product earlier.

- (ii) **Reference groups:** These are second line of people from whom individual gets influenced in buying a particular type of goods and services.
- (iii) **Social class:** There are three main categories of social class, namely lower class, middle class and upper class, which are divided on the basis of their living standard and buying power.
- (iv) **Status or Social position:** It is one of the important factors, now-a-days. Our status influences our retail activities. For example, most of the famous personalities buy high value product i.e., they travel in big and branded cars like Mercedes/BMW or Ferrari and stays at 5 star hotels, etc. similarly also buy products from branded stores.
- (v) **Interests:** Besides social factors, individual interest, culture, life style and personality also influences people for going for particular type of product. Individuals buy those products which satisfy their interest/requirement. People who are interested in sports will spend lots of money in buying sports goods like buying gym equipments, clothes, accessories, etc.

Other factors: Other factors include income, age, gender, marital status, education level, time, and occupation. We will discuss these to understand their impact on retailing.

- (i) **Income:** Income plays a very important role in retailing. When you have money to spend and buy things, he/she tend to have more needs/wants. Therefore they are likely to spend more. Retailers choose their store location and customers on this basis.
- (ii) **Age:** Age also influences your buying activities. As we grow older, our needs or wants change. For example, when we are young we are happy with a toy but as we grow, our needs change and we wish to buy useful and costlier products, e.g. Laptop or ipad.
- (iii) **Gender** (male/female): This also influences the retailing activities. Boys love to have sports goods and games where as girls tend buy cosmetics and dresses (clothes). Gender also influences the retailer to offer particular products and services such as colour, shape etc. For example, pink or pale colours for the girls departments, where as dark blue for the boys section in the retail store.
- (iv) **Marital status** (married/unmarried): Married customers have different set of requirements as compared to unmarried customers. Married people are also likely to buy more regularly than the unmarried ones.

- (v) **Education:** Education also influences retail activities as it is useful in making right decision or choice and to judge the things in more logical manner. Educated customers are more informed and therefore, decide wisely.
- (vi) **Time:** Customer who have long working hours tend to buy and store more goods because they have less time to shop. Based on this situation retailers have extended the store timings.
- (vii) **Occupation:** Occupation of the customer also influences the retail activities. A person of an executive cadre will tend to buy different sets of clothes in comparison to a person of lower ranks.

Session Plan 1: Conceptual Framework

1. **Session Topic:** Conceptual Framework
2. **Objectives:** To develop knowledge, skills of students in identifying difference between consumer and customer.
3. **Material/ Equipment:** Charts, sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector and Video on Introduction and Greeting
4. **Preparations:**
 - Prepare point for interactive lectures
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic e.g. customer, consumer needs and behavior of customers, factors influencing customer behavior.
3. Make an opening by explaining purpose and importance of the lectures and / or presentation.

4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on topic.
6. Ask questions to the student related to topic with real examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of students.
10. Summarize the topic and emphasize on the key points.

T2: Discussion

1. Discuss with students about customer needs.
2. Discuss factors influencing customer need.
3. Take an example of one customer and discuss needs of customer and factors which can influence customer needs.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part – A

Student could differentiate between

- a. Customer and consumer
- b. Needs and demands

Part – B

Students could answer the following questions:

- a. Who is customer?
- b. Who is consumer?
- c. What are customer needs?
- d. What are the factors affecting customer needs?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify a customer and a consumer		
Able to determine customer needs and wants.		
Able to list out factors influencing customer needs.		

Session 2: Effective Customer Service

Relevant Knowledge

Always remember that a satisfied customer will contribute to your business for years, through their purchases and through recommendations and referrals of your business. Now let us try to understand the various aspects of an effective customer service. But before we do that, let us first understand the consumer buying decision process.

Consumer Buying Decision Process

The 6 stages of consumer's buying decision process are as follows:

1. **Need** - difference between the desired state and the actual condition.
2. **Information search for alternatives**- the customer contacts friends and relatives through the word of mouth, watches television, reads newspapers and magazines, etc. to enquire about products.
3. **Evaluation of alternatives**- the customer establishes criteria for evaluation of different brands of a product and weighs the utility of the product based on the criteria.
4. **Purchase decision**- takes a decision to buy a product
5. **Purchase**- the customer purchases the product.
6. **Post-purchase evaluation**: the customer uses the product and develops a perception depending on the satisfaction or dissatisfaction from the product.

1. Need
2. Information search for alternatives
3. Evaluation of alternatives
4. Purchase decision
5. Purchase
6. Post purchase evaluation

Slide1: Consumer buying decision Process

Understand the customer: You should collect information about your customers. You need to find out what your customers want. Once you have identified your most valuable customers or best potential customers, you can target your highest levels of customer care towards them. You can collect information from:

- records of their contacts with your business - phone calls, meetings and so on
- direct feedback - if you ask them, customers will usually tell you what they want
- feedback about your existing range - what it does and doesn't do
- enquiries about possible new products or services the number of contacts with a customer each month



Customer's satisfaction: Customers preference or perceptions are influenced by various factors. The most important factor is satisfaction. The level of satisfaction can be increased by retail store by providing following services.

- Kind of products/services offered at the store (providing quality products/services).
- Variety of goods/services.
- Value added services/facilities: Bonus points and discounts.
- Presentation of goods
- Trained work force or employee
- The professionalism, friendliness and expertise of your employees
- The efficiency and reliability in fulfilling orders
- After-sales service and dealing with customer's complaints.
- Communication and feedback with the customers.

Customer care: Customer care involves putting systems in place to maximize your customers' satisfaction with your business. It should be a prime consideration for every business - your sales and profitability depends on keeping your customers happy.

Customer care is more directly important in some roles than others. For receptionists, sales staff and other employees in customer-facing roles, customer care should be a core element of their job description and training, and a core criterion when you're recruiting.



Dealing effectively with customers: In order to deal with your customer effectively, you need to;

- Develop knowledge of merchandise sold
- Acknowledge/approach customers ideally within one minute of their entering the department.
- Be friendly, enthusiastic and make the customer feel welcome.
- Ask customers appropriate questions to determine needs.
- Offer merchandise to customers, describing its features and benefits.
- Sell related merchandise in addition to the customer's selected item, wherever possible.

Session Plan 2: Effective Customer Service

1. **Session Topic:** Effective Customer Service
2. **Objectives:** To develop knowledge, skills of students in identifying effective customer services and dealing effectively with customer.
3. **Material/ Equipment:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector and Video on Introduction and Greeting
4. **Preparations:**
 - Prepare point for interactive lectures
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic e.g. customer, buying decision process, customer's satisfaction and dealing effectively with customers.
3. Make an opening by explaining purpose and importance of the lectures and / or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on topic.
6. Ask questions to the student related to topic with real examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of students.
10. Summarize the topic and emphasize on the key points.

T2: Assignment

Ask your students to visit nearest retail store, prepare 10 questions on buying decision and satisfaction asks customers to fill in store. On the Bases of observation and customer response write a report.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part – A

Student could differentiate between

- a. Valuable and Potential customer

Part – B

Students could answer the following questions:

- i. What is customer decision making process?
- ii. What is customer satisfaction?
- iii. How can customer deal effectively?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify customer decision making for a product in a given situation		
Able to identify effective services to deal with customer		

Session 3: Customer Service in Retail

Relevant Knowledge

The process of ensuring customer satisfaction with a product or service, often, customer service takes place while performing a transaction for the customer, such as making a sale or returning an item. There are many more people working behind the scenes at a company than there are customer service representatives, yet it is primarily the personnel that interact directly with customers that form customers' perceptions of the company as a whole.

Role of Customer Service

Every retailer today is aiming at an attempt to make a casual customer into a loyal customer who develops a bond with the retail store he/she visits. Customer Service as a transactional exchange helps the marketer to understand the customer's sentiments and buying habits so that the customer can be provided with products and services before he starts demanding them.

In this session we try to focus the role of Customer Service in Retail. A successful and effective customer service results in increase of customer's value for the store. A good customer service should focus on: Building dynamic relationship with the customer, making customer service the key element to building customer loyalty to a store brand and to build a significant competitive advantage.

Customer Service and Retail Industry:

Retail industry has been growing multifold in India. The organized retail industry will be the center of gravity for the leading industrial groups in the periods to come. However, the success of any retail industry depends very greatly on how their customer service is effective.

A better Customer Service in a retail store can be understood from the following:

- Retail stores use people to implement their technology, strategy and process.
- In fact all the employees are serving customer better not just sales, service and marketing people.
- Information regarding customer behaviour plays a very vital role to improve the customer service by store/ retailer.
- Customer service using technology and human skills helping retailers in expansion.
- Guiding business principles need to be reiterated in every business transaction to get success.

- Dealing with market transformation and changing business models, understanding customer value system, etc., are the key for better customer service in retail.
- Retailers should understand the worth of a customer if he/she becomes loyal to a particular store.
- Create acceptance of the new customer centric business paradigm.

Session Plan 3: Customer Service in Retail

1. **Session Topic:** Customer Service in Retail
2. **Objectives:** To develop knowledge, skills of students in identifying to role of customer service in retail.
3. **Material/ Equipment:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector and Video on Introduction and Greeting
4. **Preparations:**
 - Prepare point for interactive lectures
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic e.g. customer service and role of customer service in retail
3. Make an opening by explaining purpose and importance of the lectures and / or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on topic.
6. Ask questions to the student related to topic with real examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of students.
10. Summarize the topic and emphasize on the key points.

T2: Assignment

Ask your students to visit retail store (one organized and one unorganized). Further ask them to write 10 best services offered by them to attract and retain their customers.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part – A

Student could differentiate between

- a. Casual and legal customer

Part – B

Students could answer the following questions:

- a. What is customer Service?
- b. Customer Service in Retail?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify customer services in retail		

Session 4: Elements of Customer Service in Retail

Relevant Knowledge

Customer service is an extremely important part of maintaining ongoing client relationship that is a key to continuing revenue. For this reason, many companies have worked hard to increase their customer satisfaction levels.

Elements of Good Customer Service

The basic elements of good customer services are as follows:

Communications skills

From the initial greeting by the employee taking the call through the entire conversation, the customer is forming an opinion of and an attitude toward your company as regards customer service. If the initial greeting is abrupt, delivered in a bored or less than friendly tone of voice, then will easily perceive that *company* is not very customer friendly. So that the effective communication plays a vital role

Effective "Face-to-Face" Interactions with Customers

In many companies, of course, employees deal "face-to-face" with customers each and every business day. Unlike telephone communications, in which customers use only one of the five senses (sound) to evaluate your company and its apparent attitude toward customers, these personal encounters offer customers the use of at least two more of the five senses, i.e., sight and smell, upon which to form their opinions.

The Art of Listening to Customers

Effective communication isn't simply a one-way proposition. Communication directed toward the customer is important, but communication from the customer is probably even more important. Want to know what a customer really wants? Many times it's really as easy as listening to what the customer says (or doesn't say). Obviously, to accomplish this feat one must develop good listening skills!

1. Communication skills
2. Effective "face-to-face" Interactions with customer
3. The art of Listening to customers
4. Learning to smooth a customer
5. Adopting a new different perspective
6. Monitoring and measuring effectiveness
7. The role of top management.

Slide1: Elements of good customer service

Learning to Smooth a Customer's "Ruffled Feathers"

Inevitably, an employee is bound to encounter a customer who is angry, upset, and unreasonable, unusually demanding, or "all of the above." Any effective customer service program will include tried & true methods of dealing with this type of customer.

Adopting a New, Different Perspective

Consistently providing good customer service is very much a "team" effort. Every single department, every single employee in the company must thoroughly believe in and be absolutely committed to the effort, as well as be supportive of other "team" members. That oftentimes means taking personal initiative when and if it's required, not "passing the buck" to other members of the team. In a company dedicated to good customer service, there is no place whatsoever for an attitude of "that's not my job."

Monitoring and Measuring Effectiveness

An effective customer service program is always subject to frequent monitoring and measurement. There are several informal ways to conduct such monitoring and measurement. One of the easiest and simplest ways is merely to ask customers themselves how well they think you're doing. This can be accomplished by using such basic tools as "bounce-back" customer satisfaction surveys, brief "exit" interviews with customers, etc. Another rather simple approach is to utilize the time-tested MBWA (Management By Walking Around) method. That is, company management merely walks around and observes how well employees are providing service to customers.

The Role of Top Management

The best designed, most efficiently implemented customer service program will work only if top company management is genuinely committed to making it work. If employees perceive that top management is merely paying "lip service" to the concept of providing good customer service, it is doomed to failure.

Advantages of Customer Service:

- Serve Customers better
- Increase customer revenues
- Acquiring new customers
- Sell products more effectively
- Help sales staff close deals faster and make call centers more efficient
- Developing or enhancing the value proposition offered to customers
- Enhancing customer loyalty and
- Retain customers to increase profits
- Focused customer delivery & support based on customer's Segment
- Designing strategic solutions for enhancing effectiveness of promotions & loyalty programs

Session Plan 4: Elements of Customer Service

1. **Session Topic:** Elements of Customer Service
2. **Objectives:** To develop knowledge, skills of students in identifying elements of best customer services.
3. **Material/ Equipment:** Chalks, Sketch Pens, Ruler, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector and Video on Introduction and Greeting
4. **Preparations:**
 - Prepare point for interactive lectures
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic to the students.
3. Make an opening by explaining purpose and importance of the lectures and/or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Make classes interactive by involving students in discussion on topic.
6. Ask questions to the student related to the topic with practical examples.
7. Provide opportunity to students to ask question related to the topic.
8. Try to create environment of open group discussion on the topic.
9. Clarify doubts and questions of students.
10. Summarize the topic and emphasize on the key points.

T2: Assignment

Ask your students to prepare a chart of elements of customer service with pictures and also include advantages of customer services.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part - A

Student could differentiate between

- a. Elements of customer service

Part - B

Students could answer the following questions:

- a. What are the advantages of customer service in retail?
- b. What are the elements of effective customer services?

Part - C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify major elements of effective customer services in retail.		

RS105-NQ2012 – PACKAGING AND BAGGING IN RETAIL

Introduction

Packaging has become very important part of product management. Package is a container in which a product is offered for sale. Packing is the process of wrapping a product or putting a product into packages or containers. According to Philip Kotler, packaging is an activity, which is considered with protection, economy, convenience and potential consideration of a product. It is concerned with planning and designing of the packages, containers and wraps used. It is considered as the science, art and technology of enclosing or wrapping the products for distribution, storage, sale and use. In retail business, the retailers adopt consumer packaging. It refers to package, which is directed towards a consumer household for final consumption of the product.

In this unit, we will study the various aspects of packaging materials, equipments, procedures of bagging and packaging, making and labeling,

Session 1: Packaging Materials

Relevant Knowledge

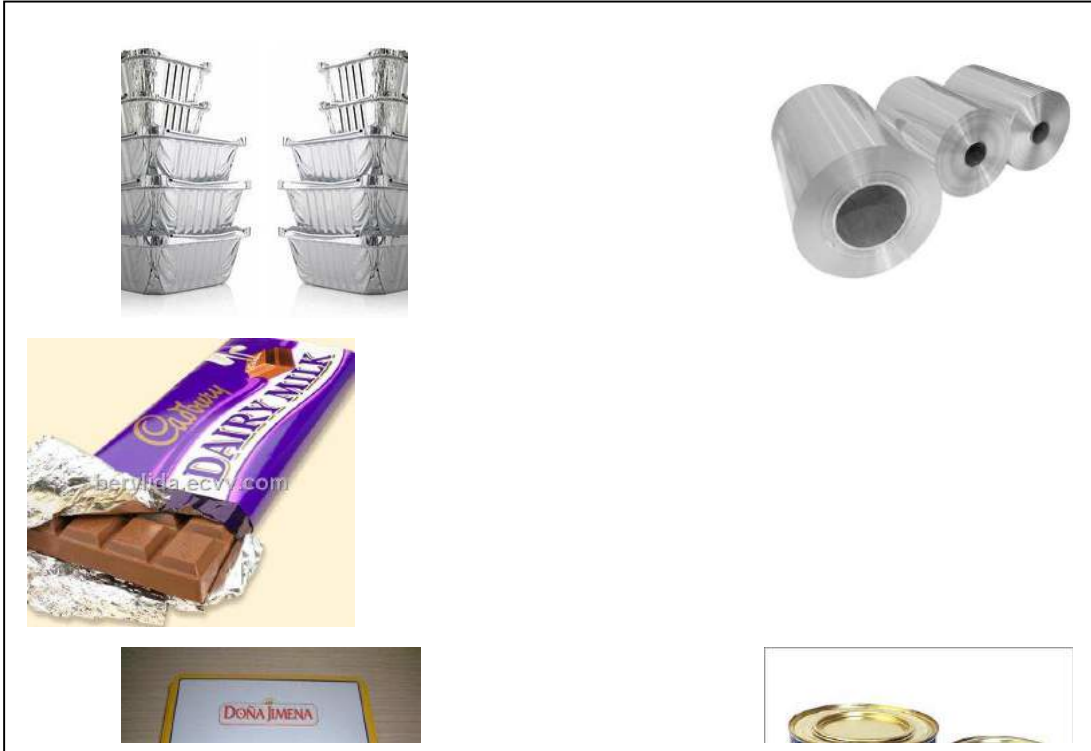
Methods of Packaging

The retailing firms use various types of packaging methods such as glass, tin, paper, cardboard, cellophane, plastic, polythene, packaging, etc., according to the needs of the product.

Glass Packaging: It is the cheap and transparent method of packaging which is used to give any shape and size. It is very delicate, fragile and can be easily broken. That is why glass packaging requires another outer package of cardboard.



Aluminium Paper Packaging: It is used for wrapping chocolates, biscuits, cigarettes etc.



Lead Packaging: It is used for making tubes of shaving creams, toothpaste, medicines etc.



Paper and Cardboards Packaging: They are used for packaging the solid materials and offer an opportunity to present colourful and attractive matter on it.



Cellophane Packaging: It is used as a substitute for paper and to protect the inner contents from moisture.



Plastic Packaging: It is very popular due to its durability, transparent, and air tight.



Polythene Packaging: It is also gaining popularity for packaging daily used items like milk, ghee, juice etc.



Session Plan 1: Packaging Materials

1. **Session Topic:** Packaging Materials
2. **Objectives:** To develop knowledge and skills of students in identifying the competencies required in bagging and packaging while delivering goods.
3. **Material/ Equipment:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector and Video on Introduction and Greeting
4. **Preparations:**
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Explain about package, packaging and its methods.

5. Provide specific examples.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify all doubts of students regarding the topic.
8. Summarize the topic and emphasize on the key points.
9. Check to make sure that each student understood the concept well.

T2: Assignment

Ask your students to prepare an assignment of different types of packaging/ pack its advantages and disadvantages with the use of suitable examples and pictures.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part – A

Student could differentiate between

- i. Pack and packaging
- ii. Consumer packing and manufacture packing
- iii. Material and products.

Part – B

Students could answer the following questions:

- a. What is packaging?
- b. What is pack?
- c. What are the methods of packing?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify the various types of packaging material used in retail organization.		
Able to identify packing defects		
Able to identify methods of packing		

Session 2: Use of Packaging Equipment

Relevant Knowledge

Equipment used in Packaging

The equipment which is widely used in packaging are bottle labels, bottle cap feeds, cap, case packs, inkjet codes, Laser code, blister packaging, metal detection systems, weighing systems, bottling lines, conveyors, stretch wrappers, the molding packaging, skin packaging equipment, etc.



Retail store packaging equipment includes, barcode reader, credit card reader, camera, encoder reader, hand held terminals, inventory coded alarm, 2-way mirrors, MICR reader, Cash registers & Scales, contact (lead) management software etc.

Since many types of packaging methods are available the retailers have to give consideration to the following:

- Nature of the product to be packed.
- Requirements of the consumers.
- Extent of protection required.

- d. Time gap between receiving and delivery of goods.
- e. Cost of packaging inputs and manpower employed.
- f. Availability of packaging materials in the market.
- g. Availability of supplies of packaging materials.
- h. Re-usability of packets by the consumers and the firms.
- i. Environmental protection in the use of packaging materials.
- j. Need for marketing appeal.

The firms have been using different types of materials in its packaging methods. The materials used in packaging are polypropylene, oriented polystyrene, foamed polystyrene, molded fibre, polyethylene pressed paper boards, aluminum, glass metals, tin-free steel, plastics, polyolefins, nylon, paper and paper boards, laminations and co-extrusions, polystyrene, glassproof paper, fibre board, jute made bags, paper bags, polythene bags etc.

Exercise: Assignment

1. Visit any nearby Retail store, interact with the owners and employees and ask the following questions and record their opinions/ replies in not more than 50 words.

A. Questions to Employees

1. What is the product packaging equipment used at your retail organisation?
2. Do you find the usage of equipment is simple and technical aspects are easy to follow?
3. Have you given any demonstration of Packaging equipment to ensure safety and security in its use?

B. Questions to Employees

1. Do you think the Packaging equipment is difficult to operate?
2. Do the employees offered any training classes to acquaint with the packaging equipment?
3. Do the employees provide the first aid in case of injury in operating the equipment?

Session Plan 2: Use of packaging Equipments

1. **Session Topic:** Use of packaging equipments
2. **Objectives:** To develop knowledge and skills of students in identifying various types and procedure of equipments used for bagging and packaging.

3. **Material/ Equipment:** Charts, Sketch Pens, Ruler, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector and Video on Introduction and Grading
4. **Preparations:**
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Explain about equipments used in packaging and various methods of packaging.
5. Provide specific examples.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify all doubts of students regarding the topic.
8. Summarize the topic and emphasize on the key points.
9. Check to make sure that each student understands the concept well.

T2: Assignment

Ask your students to prepare an assignment of different types of packaging/ pack its advantages and disadvantages with the use of suitable examples and pictures.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part - A

Student could differentiate between

- a. Different equipments used in packaging.

Part - B

Students could answer the following questions:

- a. What are the equipments used in packaging?
- b. What is the method and process of packaging used for different types of products?
- c. What are the advantages and disadvantages of various equipments used for packaging?

Part - C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify equipments used for packaging		
Able to identify methods suitable to types of products for packaging		
Able to understand the applicability of equipments used for packaging.		

Session 3: Procedure for Bagging

Relevant Knowledge

Retail Baggers in Retail Hypermarkets perform the role of helpers, who pick, pack and assemble products and supplies on the store racks/ shelves and help in delivering product and services to customers.

Baggers receive and store goods in Retail stores. They are equipped to assist in a variety of activities related to store operations including maintaining store cleanliness and hygiene help in organizing merchandise and hygiene, putting together merchandise and handling and assembling of product on retail store shelves.



Retail Baggers are equipped to be acquainted with basic store operation of stock-keeping and customer service/delivery.

The procedure for Bagging is as follows:

- a. Check whether all the products are with you which are due for delivery to customer.
- b. Check whether you have equipment and Paper work needs for delivery.
- c. Check that you have all the delivery details you need and get the delivery address.
- d. Plan a schedule of deliveries which ensures best use of time and other resources.
- e. Transport products at the times agreed with and securely.
- f. Deliver products at the time agreed with customer.
- g. Treat the customer courteously throughout the delivery process.
- h. Update records of delivery and non-delivery promptly and in line with company procedures.

Thus, Retailer baggers perform number of functions right from receiving goods for delivery to physical delivery of goods to the customers. A retail operation employs baggers solely for the purpose of improving this customer's Purchase experience at the point of sale. The effect, in addition to increasing the speed and efficiency of the check-out process, baggers are a key point of customer contact. By interacting with customers in a polite, friendly and accommodating manner, baggers help to create the best possible last impression with each customer.

Session Plan 3: Procedure for Bagging

1. **Session Topic:** Procedure for Bagging
2. **Objectives:** To develop knowledge and skills of the students in identifying procedure used in packaging of materials.
3. **Material/ Equipment:** Chalks, Sketch Pens, Ruler, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector and Video on Introduction and Bagging
4. **Preparations:**
 - .
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Explain your student about procedures of packaging.
5. Provide specific examples.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify all doubts of students regarding the topic.
8. Summarize the topic and emphasize on the key points.
9. Check to make sure that each student understood the concept well.

T2: Assignment

Ask your students to collect different types of pack, paste them on paper and write about packaging its use for types of products. Also include advantages, disadvantages and suggestion for improvement in the packaging.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part - A

Student could differentiate between

- a. Procedure and methods of packaging.

Part - B

Students could answer the following questions:

- a. Who is a bagger?
- b. What are the functions of bagging?
- c. What is the procedure of bagging?

Part - C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify functions of bagging		
Able to identify procedure for bagging		

Session 4: Marking and Labeling

Relevant Knowledge

Marking refers to symbol, design, distinctive, coloring used for recognizing the product in the retail store. The marking may be classified as Brand mark and Trade mark. Brand mark is that part of a brand which can be recognized but is not utterable. Trade mark is a legal right to protect a brand name or a brand mark used by many marketers to assure the customers that they are purchasing an authentic brand at a right time. It is registered with Government under the Trade and Merchandise Marks Act 1958. Hence, the brand names, which are registered with government, are called as Trademarks.

The various types of marks are ISI mark, FPO mark, and Agmark. The use of ISI mark ensures the quality of product. The Indian Standard Institute certifies the quality of product and ISI marking became popular with setting up of Bureau of Indian Standard in 1986. The Food Processing Order (FPO) mark is provided in the rules framed under the Prevention of Food Adulteration, Act, 1954. The mark is mainly used for food items like jam, pickles, sauces, squashes etc. The Agmark is used for agricultural products and is issued by authorities constituted under the Agricultural Produce (Grading and Marking) Act 1937.



Fig. Marking Equipments

Various product making equipment used by the entrepreneur's are laser marking equipment, metal marking machine, fibre laser marking etc. The laser marking is a permanent, accurate, fast and flexible method of marking. It can make logo, alphanumeric, serial number, barcode, matrix code, image etc.

Product Labeling

Before we understand the meaning of labeling let us know concept Label:

Label: It refers to anything- may be a piece of paper, printed statement, impinged metal, leather- which is either a part of a package or attached to it, indicating value of contents of piece of product, name and place of producer. It carries verbal information about the product, producer or such useful information to be beneficial to the user. Thus, label is an information tag, wrapper or seal attached to a product or product's package.



Fig. Labels

Labeling: It refers to the act of attaching or bagging labels.

Purposes of Labeling

The purposes of Labeling are:

- To bring home the product features
- To facilitate the exchange of goods
- To encourage self-service
- To know about the product and its producer
- To get information on date of manufacturing and expiry.

- f) To learn about the ingredients used in the product
- g) To know the process of usage of product
- h) To learn the name of the manufacturer and to examine his credentials
- i) To understand the volume and weight of the product.

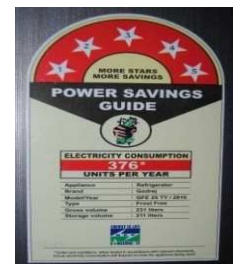
Types of Labeling

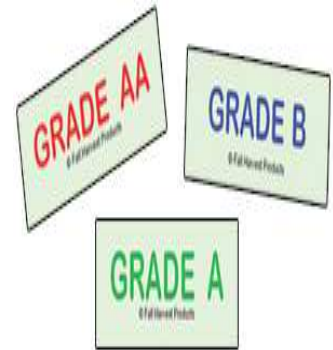
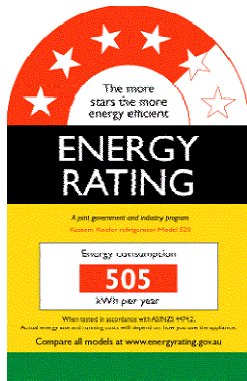
The three types of labeling viz., Brand Label, Grade Label and Descriptive Label

- a. **Brand Label:** It is used to make a brand more popular. People may prefer to buy the goods by watching the brand only.



- b. **Grade Label:** It tells about the quality or grade of the product. Grade Label uses a letter or a number or even a word for products identification. It is normally used for perishable and non-perishable products.





- c. **Descriptive Label:** It provides maximum information about product to the consumer. It gives information on composition, usage, storage, color, price, date of manufacturing, expiry date etc.



Labeling Equipments





Session Plan 4: Marking and Labeling

1. **Session Topic:** Ma king and Labeling
2. **Objectives:** To develop knowledge and skills of students in identifying types methods and pu pose of ma king and labeling used in etail.
3. **Material/ Equipment:** Cha ts, Sketch Pens, Rule s, Compute , Slides, Open Sou ce Softwa e fo Slide P esentation, LCD P ojecto and Video on Int oduction and G eeting

4. Preparations:

-
- Arrange all the material well in advance.

5. Teaching/ Training Methodology

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Explain your students about concept of marking and labeling, its types, purpose and methods used for marking and labeling of the products.
5. Provide specific examples.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify all doubts of students regarding the topic.
8. Summarize the topic and emphasize on the key points.
9. Check to make sure that each student understood the concept well.

T2: Assignment

Ask your students to prepare an assignment of labeling describe its types and purpose.

Procedure

- Ask students to collect different brands' labels and marking from magazine, newspaper etc.
- Cut those labels and paste on a paper.
- Ask them to write note on that label with its type and purpose.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the elements for assessment.

Part - A

Student could differentiate between

- a. B and name and trade mark
- b. B and label and Geographical label

Part - B

Students could answer the following questions:

- a. What is descriptive label?
- b. What are different types of labels?
- c. What is the purpose of label?
- d. What is marking and labeling?

Part - C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify different types of labels		
Able to differentiate between brand name and trade mark		
Able to understand laws pertaining to marking and labeling.		

RS106-NQ2012 – HYGIENE AND SAFETY PRACTICES IN RETAIL

Introduction

Human safety mainly focuses on the safety of health, hygiene and environment of all the people including the customers, employees and management. Everyone in the workplace, including the employer, supervisor, workers, supervisor, employees and customers have a responsibility to promote hygiene and safety.

The unorganized retailing activity is not registered by any statute or legal provisions. This sector is characterized by small and scattered units which sell products or services out of a fixed or mobile location. Mostly these traditional units include *mandis*, *haats*, *melas*, and the local *baniya/ kiranas*, *paanwala*, and others like cobbler, vegetable and fruit vendors, fruit juice sellers, etc. are also a part of unorganized retailing. Most of these units do not follow basic hygiene or safety practices. On the other hand, the organized retail business establishments maintain hygiene and safety by practicing housekeeping and guarding against any mis-happenings due to the negligence of personnel working in retail store, anti-social elements, and even natural calamities.



The threats to the basic safety at a retail outlet may be in the form of any harm to the human beings, buildings or products. This can be in the form of fire in the building which may cause even loss of human life. It may also be in the form of product loss through improper housekeeping or shoplifting. Basic safety practices help in reducing the chances of this loss or damage in a retail store.



This Unit will help you to learn about the basic housekeeping and safety practices that are to be adopted at the retail store to provide a hygienic, safe and secure environment to both the customers and the employees.

Session 1: Basic Hygiene and Safety Practices

Relevant Knowledge

Any retail store may have fabulous merchandise to sell, but if the store is dirty and cleanliness and hygiene is not maintained, it will leave a very bad impression in the minds of the customer. It will have long term implications such as adverse publicity. Store cleanliness is an important part of retail. Customers want to shop in a clean, well-lit store so they have confidence that the merchandise purchased there is also clean and of good quality.



With the use of mops, microfibre, scrubber-die machines, etc., maintaining cleanliness at the retail store has become much easier and quicker. Cleaners or housekeepers at the store are trained in the use of these equipment and materials.

Housekeeping at the retail is an ongoing task. Following are some of the points for maintaining consistent cleaning and hygiene.

Plan a cleaning schedule

If you are in-charge of the housekeeping, then make a list of things to be cleaned every day, on weekends or monthly. Prepare a cleaning schedule of all the cleaning tasks that need to be performed in the store. Assign tasks to the housekeeping staff. Allocate particular jobs to different shifts and/or to certain employees. Make a chart indicating which duties are to be accomplished on which days.

Give a copy of the schedule to the staff so that they are well aware of their duties and timings and could also refer to the schedule from time to time. Follow up with the staff to ensure that the jobs are being completed on schedule. Some of the tips that you need to keep in mind while maintaining cleanliness of the store are as follows:



Always keep your entrance clean

- Store name board and logo at the entrance should be neatly maintained.
- The entrance should be clean and inviting.
- Security checkpoints should be free from litter and should be presentable.

- Pa king a ea should be clean and b ightly lit (at nights).

Keep the front doors glitteringly

Customes gene ally assume that if the front doo is di ty, est of the sto e will also be di ty. Glass doo should be clean and free of finge p ints. Make it a p io ity to dust and use glass cleane eve y mo ning and afte eve y 1 to 2 hou s.

Regularly clean from shoulders to knees

Customes notice majo ity of ‘me chandising’ between thei shoulde s and knees. Ensu e that the shelves/display in this a ea a e always kept clean. Sta t at the top and wo k you way down, then move from front to back.

Behind the scene

If the custome uses a t ial oom, keep it spotless and litte free. Most of a custome 's buying decision happens in a t ial oom.

Maintain clean washrooms

- Customes can use the wash oom anytime.
- Ensu e that the wash ooms a e clean.
- Ensu e to give utmost ca e to the staff wash ooms as well. This will keep thei motivation level high and maintain hygiene standa ds.

Clutter free

- Boxes, pallets, olling acks, shipping mate ials, etc., needed fo the ope ation of the sto e should be out of site o neatly sto ed away from the t affic flow in the sto e.

Ease of shopping

- Ove stocking of me chandise can be ove whelming to the custome and they can ‘assume’ you sto e is messy me ely because of the volume of me chandise. It should be easy to move a ound in the sto e.
- Make ce tain that the e is enough space fo a st olle o wheelchai should easily move a ound the sto e.

Perception of the Customer

- Customes can make an assumption of whethe a sto e is clean based on what they smell, see, hea and touch. A dusty hand- ailing o a noisy lift doo is not accepted by the custome s.

Check-out area

The most impo tant a ea of the sto e, no matte what kind, is the place you exchange the custome 's money fo something they value, you me chandise.

Other Good Housekeeping Practices

1. *Obstructions free*

- Don't leave merchandise or other items in walkways, corridors, on the sales floor, in the stock rooms or anywhere else where it will cause obstruction.
- Don't leave drawers open.
- Keep everything in its proper place and put things away after use.

2. *Litter free*

- If you drop anything, pick it up immediately.
- If you see something someone else has dropped, then pick it up and point it out to them.

3. *No Spillage*

- If you spill something, you must clean it up immediately.
- If you see a spillage, either clean it up or erect a danger sign to warn others. Ensure the spillage is cleaned up immediately. Follow store procedure.
- In wet weather be aware of any moisture transferred into the store on customers' shoes or umbrellas and deal with it immediately. Assist customers to put away wet bags, umbrellas etc. Erect a danger sign if appropriate.

Session Plan 1: Basic Hygiene and Safety Practices

1. **Session Topic:** Basic Hygiene and Safety Practices
2. **Objectives:** To develop knowledge and skills of students in identifying importance of maintaining hygiene conditions in retail.
3. **Material/ Equipment:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for slide Presentation, LCD Projector.
4. **Preparations:**
 - .
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic e.g. concept of hygiene and Safety practices, planning of cleaning schedule and good housekeeping practices.
4. Provide specific examples.
5. Involve students by giving them the opportunity to ask questions related to the topic.
6. Clarify any questions student to may ask.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understood the concept of Hygiene & Safety at workplace.

T2: Assignment

Ask your students to observe for the following hygiene and safety practices assists at the school premises. Tick mark at the appropriate.

Sl. No.	Activity or Situation	Yes	No
1.	Front door is clean and glittering		
2.	Corridor is clean and glittering		
3.	Play ground and class rooms are clean.		
4.	All trash and scrap are in proper container		
5.	Table and chair are cleaned regularly.		
6.	Hazardous materials are kept in approved marked containers.		
7.	School is free of accumulated combustible materials and waste		
8.	Air vents and filters to maintain ventilation efficiency.		
9.	Equipment and materials are stored in their assigned location.		

10.	Spills are element immediately		
11.	Procedures for cleaning are followed as per instructions of the In-charge housekeeping		
12.	Employee are trained in housekeeping		
13.	Washrooms are clean with necessary toiletries		

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part – A

Student could differentiate between

- i. Health and hygiene
- ii. Safety and hygiene

Part – B

Students could answer the following questions:

- a. Why is it important to maintain hygienic conditions at workplace?
- b. Why is it important to keep walkways and corridors obstruction free?
- c. What are good housekeeping practices?

Part – C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify Hygiene practices		
Able to identify Safety Practices		

Session 2: Potential Hazards

Relevant Knowledge

Human safety in the workplace means having an environment, free from injury and hazards. Proper processes and procedures will allow employees to work without worrying about their safety. Every retailer faces a unique set of human safety challenges in the form of fire, pest, electrical hazards, etc. These hazards can be minimized by taking various safety measures like using safety accessories.

Potential Hazards

Employees in retail department stores, supermarkets and other retail stores may face hazards from exposure to live electricity. Contact with electrical equipment can cause shock, burns, accidents and even death. Electric shock injuries are a danger when retail workers are exposed to live wiring, temporary wiring and damaged electrical equipment, especially when adequate training has not been given.

In case of any health emergency at workplace, the ill or injured person should be given immediate attention and first aid before the medical help arrives. It could be (i) electric shock, (ii) difficulty in breathing due to asthmatic attack, (iii) burns, (iv) bleeding, (v) injury, (vi) fracture, (vii) heart attack, etc.

In departmental stores and other retail stores, exposed temporary wiring and damaged flexible cords can cause injury. Product displays and newly designed areas are frequently installed without permanent wiring. Back of the store stockrooms may have damaged wiring, temporary fixtures and obsolete electrical equipment. Retail workers should visually inspect all electrical wiring regularly to check for breaks and other defects. All electric outlet boxes should be covered. All switch boxes and circuits should be labelled.

Some common health and safety concerns or problems in retail, their signs or symptoms and their preventive measures are as follows:

1. **Musculoskeletal injuries (sprains and strains):** It includes swelling, redness, difficulty moving a particular body part, numbness, tingling, and pain. Avoid long periods of repetitive movement, take micro-breaks, and change your position. You should avoid awkward positions and use an adjustable chair.
2. **Lifting and handling materials:** Improper lifting and handling of heavy or bulky objects is a major source of sprains, neck and back injuries, cuts, bruises, broken bones, and hernias. To prevent the occurrence, you should lift smaller loads by planning and adjusting weight distribution ahead of time. Always hold the object you

are lifting as close to your body as possible and bend at your knees, not at your waist. This will help you keep your center of balance and let the strong muscles in your legs do the lifting.

3. Slips, trips, and falls: It generally happens on slippery floors, particularly on a rainy day or freshly washed floors. Cluttered walkways in retail and storage areas may also cause trips and falls. Wear well-fitting non-slip footwear. Keep walkways and work areas clear of boxes, and other material. Report the spill to the person responsible for ensuring the spill is cleaned up and till the time it is cleaned mark the area to warn others. Be sure you can see where you are going when carrying large items. Use a stepladder rather than a chair or crate to reach high items.

Preventing and Extinguishing Small Fires

Fire Preventive Clothes

Fire may sometime occur in retail stores due to inflammable and combustible materials, electrical malfunctioning, open flames, sparks, hot surfaces, smoking and unsafe storage of chemical products.

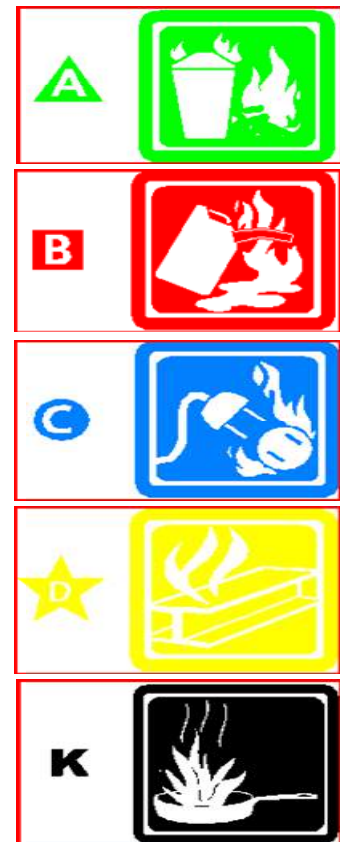
Smoke Detector: A smoke detector is a device that detects smoke, typically as an indicator of fire. It is a popular device for alarming the fire.

Fire Extinguisher

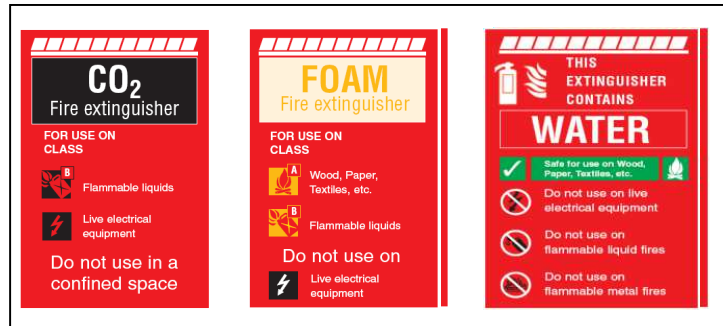
A fire extinguisher or simply an extinguisher is a device used to extinguish fires or control small fires, often in emergency situations. It cannot be used in a situation where fire is out of control or fire that has spread to a large area. A fire extinguisher consists of a hand-held cylindrical pressure vessel containing a fire extinguishing agent, which can be discharged to extinguish a fire. Fire extinguishers can be categorized on the basis of fire caused by different materials.

Classification of Fires: Most fires that occur will fall into one or more of the following classes:

Class A: Fires involving ordinary combustible materials, such as paper, wood, and textile fibers. **Cooling, blanketing, or wetting extinguishing agents are used for extinguishing such fires.**



Class B: Fires involving flammable liquids such as gasoline, thinners, oil-based paints and greases. **Extinguishers for this type of fire include carbon dioxide, dry chemical and halogenated agent types.**



Class C: Fires involving energized electrical equipment. The most common type of extinguisher for this class is **carbon dioxide extinguisher**.

Class D: Fires involving combustible metals such as magnesium, sodium, potassium, titanium, and aluminum.

Special dry powder*extinguishing agents are required for this class of fire, and must be tailored to the specific hazardous metal.

Class K: Fires involving commercial cooking appliances with vegetable oils, animal oils, or fats at high temperatures.

A wet potassium acetate, low pH-based agent is used for this class of fire. This is also called as class F fire.

Fire Extinguishers

The colour coding of fire extinguishers is as follows:

- **Water** – Red
- **Foam** - Cream
- **Dry Powder** - Blue
- **Carbon Dioxide (CO₂)** - Black
- **Halon** - Green



Particulars	Specifications and Uses
Water-Carbon Dioxide type Fire Extinguisher	<ul style="list-style-type: none"> • Type - Upright and trolley mounted • Capacity – 9, 50, 135, 150 litres • Suitable for Extinguishing Fires of Wood, Paper, Cotton and Jute
Foam type Fire Extinguisher	<ul style="list-style-type: none"> • Type - Inverted, upright and trolley • Capacity - 9, 50, 150 litres • Suitable for Fighting Fire of Petrol, Oil, Paints, Spirits, Chemicals and Flammable Liquid Fires
Dry Chemical Powder type Fire Extinguisher	<ul style="list-style-type: none"> • Type-Upright Trolley and Trailer Mounted • Capacity - 1, 2, 5, 10, 25, 50, 75, 150, 300 kg • Suitable for Fighting Fire of Oils, Solvents, Gases, Paints, Varnish, Electrical Wiring, Live Machinery Fire, Flammable Liquid and Gas Fires
Carbon Dioxide type Fire Extinguisher	<ul style="list-style-type: none"> • Upright and trolley mounted • Capacity - 2, 3, 4, 5, 6.5, 9, 22.5, 45 kg • Suitable for fighting fire of all Flammable Liquids Gases, Live and Delicate Machinery Fires, Electrical and Sophisticated Electronic Equipment Fires

Steps followed in using a fire extinguisher

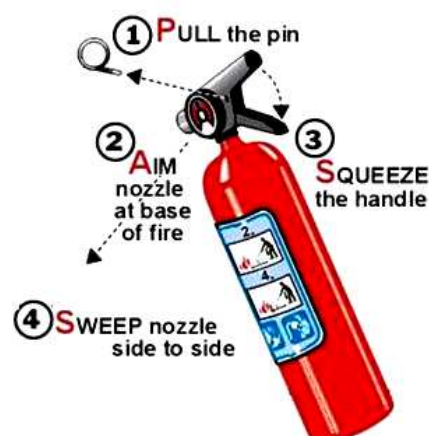
The various steps followed for using a fire extinguisher. To remember the sequence of the steps, you may learn it as 'PASS' i.e., Pull, Aim, Squeeze and Sweep.

Step 1: Pull the pin opening of the extinguisher. This will allow you to squeeze the handle in order to discharge the extinguishing agent i.e., water, carbon dioxide, foam, etc.

Step 2: Aim the nozzle at the base of the fire, but maintain a distance of at least 6 feet away from the fire.

Step 3: Squeeze or Press the handle together. This will release the extinguishing agent.

Step 4: Sweep the nozzle from side to side, aiming at the base of the fire. Continue until the fire is extinguished.



Session Plan 2: Potential Hazards

1. **Session Topic:** Potential Hazards
2. **Objectives:** To develop knowledge and skills of students in identifying potential hazards and safety practices to reduce risks.
3. **Material/ Equipment:** Chalks, Sketch Pens, Rulers, Computer, Slides, Open Source software for Slide Presentation, LCD Projector.
4. **Preparations:**
 - Make necessary arrangements such as slide preparation well in advance.
 -
5. **Teaching/ Training Methodology**

T1: Interactive lecture:

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic e.g. about potential hazards, types of potential hazards, common health and safety concerns in detail their signs or symptoms and their preventive measures.
4. Explain about fire extinguishing and its process of operation.
5. You may also use slide presentation with pictures for explaining the various aspects.
6. Provide specific examples.
7. Involve students by giving them the opportunity to ask questions related to the topic.
8. Clarify any queries of the student.
9. Summarize the topic and emphasize on the key points.
10. Check to make sure that each student understood the topic well.

T2: Assignment

Ask your students to prepare a chart of fire extinguisher and its classification use steps followed in using fire extinguisher and explain well with the use of pictures.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part - A

Student could differentiate between

- a. Classes of fires
- b. Types of fire extinguisher
- c. Common safety and health problems.

Part - B

Students could answer the following questions:

- a. What is the classification of fire extinguisher?
- b. What are the steps followed in using fire extinguisher?
- c. What are potential hazards?
- d. What are the common signs of hazards and their preventive measures?

Part - C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance standards	Yes	No
Able to identify potential health hazards and risks at workplace.		
List the measures to be taken for preventing health emergency in a given scenario.		
Able to demonstrate the procedure for extinguishing small fires.		

Session 3: Safety Measures at Workplace

Relevant Knowledge

Safety Accessories

The specially designed clothes or accessories worn by employees provide protection against health and safety hazards. Personal Protective Equipment (PPE) or accessories are designed to protect parts of the body. These accessories should be used as per the specifications of equipments. For example, if you are working in a high intensity light area, you should wear protective glasses. If you are handling food, then you must wear an apron and polythene gloves for maintaining hygiene.

1. **Safety vest:** It is used when working around moving equipment such as forklifts and vehicles.
2. **Work gloves and safety shoes:** These are used when handling garbage or working in storage areas.
3. **Disposable gloves:** Disposable gloves should be worn when working in a grocery or cleaning bathrooms.
4. **Cut-resistant gloves:** These should be worn while using knives and sharp equipment or during cleaning operations.
5. **Eye protection and goggles:** These can be worn for protection from excessive light and chemicals.
6. **Hearing protection:** It is worn for protection from loud noise.

Refusing unsafe work

If you think a task is likely to endanger you or your co-workers, don't be afraid to speak up. You have the right to report any workplace injury or disease. Remember, under Health and Safety Legislation you have a duty to report hazards, to work safely without endangering others, to use tools and equipment in the proper manner and to use safety equipment that is provided.

Employees are required to observe the following:

1. Know the signs and symptoms of ergonomic injuries such as numbness, tingling, and/or pain.
2. Report symptoms and injuries to your supervisor.
3. Use good lifting techniques when handling and lifting materials by keeping a straight back and using your leg muscles to power the lift.
4. Avoid excessive repetitive reaches for materials. Store materials properly so they are easy to access.

5. Walk, do not run as you cannot spot the hazard if you are running.
6. Always use the hand rail on stairs and escalators.
7. Don't carry things that obscure your vision.
8. Never leave obstacles on stairs.
9. Wear shoes that are comfortable and fit well. Avoid wearing shoes that will increase risk of falling or slipping.
10. Finally always be alert at all times for hazards.

First Aid Facility

First Aid in the workplace means providing the initial treatment and life support for people suffering an injury or illness at work. First Aid facilities should be located at a point convenient to workers.

Dealing with Irrate Customers

If the employee works in retail, it is almost inevitable that his/herself will have to deal with an irate customer at some point. Follow these guidelines for dealing with irate customers:

- Focus on the emotions first, try to remain calm, and try to calm the other person.
- Try to avoid escalating the situation. Find ways to help the irate customer save face.
- Listen carefully and try to put yourself in the customer's shoes, so you can better understand how to solve the problem.
- If you can't address their concern, take the customer's name and number and promise to forward the information to your manager or supervisor.
- If you cannot calm the person, ask for help.
- See the safety tips on the following pages for handling money, harassment, dealing with shoplifting and robbery, and working alone.

Handling Money

Handling money can expose you to the potential for violence. The employer or organization should have procedures in place to help the employee stay safe when handling money. The following are safety tips:

- Handle money at a location away from entrances and exits.
- Keep as little cash in the cash register as possible.
- Place large bills in a drop box, safe, or strong room that is out of sight.
- Vary the time and route for making bank deposits.
- Avoid making bank deposits at night.
- Don't carry money in bags that make it obvious you're carrying cash.
- Make deposits with a coworker, if possible. The coworker should face away from the depositor to keep an eye on other people in the area.

- Employees can also make the workplace safe by fitting counters with time-delay locks.

Harassment

An unwelcome behaviour or comment that is harmful to the work environment is considered to be harassment. Harassment takes many forms but can generally be defined as an insulting, intimidating, humiliating, malicious, degrading, or offensive comment or act directed toward another person or group. This would also include bullying, sexual harassment, and offensive displays.

Although harassment typically doesn't include physical violence, it can be very harmful and it does affect the overall health of the work environment. The following are safety tips:

- Tell the harasser to stop. Do this right away by saying it or writing it in a letter or e-mail. If that doesn't work, follow the next three steps.
- The employee tells his/her employer or the person his/her employer has appointed to receive and handle harassment complaints.
- Talk about it with someone the employee trusts (for example, a co-worker, friend, or relative).
- Write it down. To help make the employee's case in an investigation, write down each remark or incident (using the exact

Shoplifting and Robbery

The main concern in the event of theft or robbery is the employee's safety, and that of his/her co-workers and customers. Money and merchandise taken during a robbery can be replaced; people can't be.

Preventing Shoplifting in Retailing

- The chances of shoplifting increase when the employees work alone.
- If the employees think someone is shoplifting, contact security or someone professionally trained to deal with the situation.
- Never approach or try to apprehend a shoplifter, especially if the employees are working alone. After the shoplifter leaves, write down as much information about the incident as possible.
- This should include the shoplifter's height, weight, hair and skin colour, and clothing. If a vehicle is involved, write down the make, colour, approximate year, and license plate number.

Preventing Robbery in Retailing

- The best way to prevent injury resulting from robbery is to prevent the robbery from happening in the first place.
- Some businesses have internal security staff and specific instructions for dealing with robbery, but others may not.
- Here are some tips to help protect the employee.

Make the store attractive to customers and unattractive to robbers

- Keep the store clean, tidy, and well lit.
- When there are no customers at your sales counter or checkout, keep busy by doing tasks such as cleaning, dusting, or sweeping.
- Stay away from the sales counter when there are no customers in the store.
- Keep the cash register fund to a minimum – ask customers for exact change or the smallest bills possible.

Stay Alert

- Be aware of cars parked across the street or off to one side of the lot.
- Look for anyone who may be watching the store or loitering in or around it.
- If you are concerned about a person or vehicle, do not hesitate to contact employee's supervisor or the appropriate authorities.
- Know the locations of phones or available help outside the premises.
- Connect with potential customers.
- Give a friendly greeting to everyone who enters the store.
- When a shoppe is nearby, act in a friendly manner, and briefly look directly into their eyes.
- Ask people alone in the aisle if they would like any help.

If a Robbery Occurs

You employee will provide specific instructions for dealing with robberies. However, the following tips may be helpful:

- **Keep it short** – The longer a robbery takes the more nervous the robber becomes.
- **Stay calm** – Handle the entire situation as if the employee were making a sale to a customer.
- **Obey the robber's orders** – Let the robber know the employee intend to cooperate. Hand over cash and merchandise and do exactly as the robber says.

If the employees are not sure what the robber is telling them, ask

- **Tell the robber about any possible surprises** – Tell the robber before reaching for anything or moving in any way. Tell the robber if another employee is in the back room so the robber will not be startled.
- **Don't try to stop the robber** – Trying to fight with a robber is foolhardy, not heroic. If you don't see a weapon, always assume the robber has one.
- **Don't chase or follow the robber** – This will only invite violence, and it may confuse the police as to who is involved with the robbery.
- **Write down information immediately** – As soon as the robber has left, make notes about their appearance, mannerisms, and specific features, as well as the time and the direction they took when they left.
- **Call the police or appropriate authorities** – Dial 911 or your local emergency number.

Session Plan 3: Safety Measures at Workplace

1. **Session Topic:** Safety measures at workplace
2. **Objectives:** To develop knowledge and skills of students in practicing safety measures and tips to control injuries at workplace.
3. **Material/ Equipment:** Chalks, Sketch pens, Ruler, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector.
4. **Preparations:**
 - Make necessary arrangements such as slide preparation well in advance.
 -
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic e.g. Safety accessories, refusing unsafe work, first aid facility, dealing with customer, handling money, Harassment, shoplifting, robbery and its prevention.
4. Explain about fire extinguishing and its process of operation.
5. You may also use slide presentation with pictures for explaining the various aspects.
6. Provide specific examples.
7. Involve students by giving them the opportunity to ask questions related to the topic.
8. Clarify any queries of the student.
9. Summarize the topic and emphasize on the key points.
10. Check to make sure that each student understood the topic well.

T2: Assignment

Ask your students to prepare a chart with pictures for safety accessories and prevention for shoplifting, robbery and harassment.

Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part - A

Student could differentiate between

- a. Shoplifting and Robbery
- b. Hazard assessment and unsafe work

Part - B

Students could answer the following questions:

- a. What are the safety measures adopted if robbery occurs?
- b. What kind of precaution should be taken while lifting and handling materials?
- c. How to prevent shoplifting in retail & store?
- d. What are the safety tips to avoid the hazard in retail?

Part - C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance standards	Yes	No
Able to specify safety measures for two types of problems at work place		
Able to identify safety accessories		
Able to compile a list of preventive measures for hazards at work place.		

Session 4: Precautions to be taken for Safety

Relevant Knowledge

Traveling to and from Work

The employee of the organization can't control the environment outside the workplace. However, there are several things the employee can do to ensure a safe trip to and from work.

Driving

- Lock your vehicle doors and roll up windows before driving into the parking lot.
- Scan the parking area for suspicious persons – have a plan ready in case the employees are uncomfortable with the situation.
- Park in well-lit areas – avoids alleys, wooded areas, and tunnels.
- Avoid having to reach back into the vehicle for anything.
- After work, try to avoid walking to your vehicle alone, or at least have someone watch from a window.

Taking a Bus

- Plan to arrive at bus stops just before the bus arrives.
- Avoid isolated or poorly lit bus stops.
- If the employee sees suspicious or menacing people at his/her stop, get off at the next stop.
- If possible, have someone meet the employee when his/her arrive at your destination.

If employee is confronted

- If you are attacked, scream loudly and for as long as possible. As soon as possible, run to the nearest well-lit area.
- If someone grabs you purse, deposit bag, or other property, do not resist, and do not chase the thief.
- Call the police immediately and try to recall the characteristics of the attacker.

Knives, Box Cutters, and other Sharps

Box cutters are common tools for retail workers, and knives and other sharps such as meat slicers are essential tools for daily counter workers. Safe work habits will decrease the employee's chances of losing time from work or losing a finger.

Using knives and box cutters

- Use the right tool for the job, and make sure it is sharp.

- Always cut away from the employee's body.
- Always store sharp separately from other tools and utensils.
- Use a flat surface to cut on.
- Never use a knife for anything other than cutting.
- Hold the knife in the employee's strong hand.
- To clean the knife, direct the edge away from the employee and wipe with the cloth on the dull edge of the blade.
- Wear leather or metal mesh gloves if the employee equips them.

When cleaning knives and sharp blades, follow these guidelines:

- Clean them immediately after use or place them in a "sharp only" container near the sink.
- Don't drop knives or equipment blades into the dishwasher or sink.

When using meat slicers or other power equipment, follow these guidelines:

- Make sure the employee has training on the specific piece of equipment, and follow written safe work procedures.
- Don't wear loose clothing or dangling jewelry that could get caught in equipment.
- Use guards and glides at all times.
- Never reach across the blade.
- Turn the slice off according to manufacturer's instructions when not in use.
- Unplug equipment before cleaning.
- Use cut-resistant gloves on both hands when cleaning.

Power Tools and Equipment

The employee may be equipped to use power tools if his/her works in a hardware store or a business such as a bicycle or furniture shop where his/her job involves assembling product. His/her may also be equipped to use power equipment such as compactors, dock levelers, carton crushers, meat slicers, or other food preparation equipment. These tools and equipment have the potential to cause serious injury, particularly if they're poorly maintained or used without due caution.

Before the employee start

- Never use a power tool or piece of equipment unless the employee has been trained and authorized to do so. Follow safe work procedures.
- Inspect tools prior to use. Only use tools that are in good operating condition.
- Check power cords daily for tears or cuts in the insulation, loose connections (plug to wire and wire to tool), and poor ground connections. Report all defective tools to your supervisor, and mark them "Not to be used."
- Wear hearing protection and tie back long hair.
- Check that all guards and safety devices are in place and functioning properly.

- Check that the power switch is in the off position before plugging the tool in. Only the operator should turn the tool on.

While the Tool or Equipment is Operating

- Stay away with running power tools. Do not walk away from a machine the employee have been using until it comes to a complete stop. It takes only a few seconds for a power tool to “wind down” after it has been shut off, but it still has the potential to injure someone if the parts are still moving.
- Keep the employees hands away from moving parts.
- Make sure the cutting part of a tool will not come in contact with the power cord.
- Maintain a firm grip at all times.
- Turn off power tools before making adjustments. Always unplug or lock out the tool before making adjustments or changing settings if there is any chance that the tool could accidentally start up.

Noise

Noise in some retail areas where power equipment is used may reach harmful levels that can cause hearing loss. Exposure to sound over 85 decibels over an 8-hour period requires hearing protection. Employees are required to inform workers if sound levels are at 82 decibels or more. The following are safety tips:

- Wear approved hearing protection whenever the employee enters an area posted as having high levels of noise, whether it is noisy when his/her enters or not. Noisy equipment can start up at any time.
- Ensure that the employees hearing protection is the right type for the environment and that it is comfortable.
- Earbuds (headphones) are not work equipment.
- Avoid playing music at high levels, which can cause hearing loss and prevent the employee from hearing warning signals.

Forklifts and Pallet Jacks

Forklifts (or lift-trucks), powered or manual pallet jacks, and other lifting equipment are an essential part of many retail operations. Although they help prevent lifting injuries, they can also cause serious and, all too often, fatal injuries.

If the employees are required to use a forklift or pallet jack, the employer must provide to the employee with training for the specific piece of equipment. Working in areas where forklifts operate can also be hazardous, and requires training and ongoing alertness to prevent injuries. Forklift accidents are usually catastrophic but always preventable.

Operating Forklifts

- Do not operate the forklift unless it is running properly. Wear required PPE such as safety boots and a hard hat.

- Make sure the employees are trained to change the propane fuel tank or battery.
- Never carry a passenger or elevate a person on forks, pallets, or loads.
- Secure the load properly. Don't overload the forklift, even for short distances.
- Never stand or pass under an elevated load. Don't let anyone else do it either.
- When not stacking, carry loads at the lowest possible position.
- Never turn on a sloped surface.
- When employees are finished using the forklift, lower the forks to the floor, set the brakes, turn off the motor, and remove the key.

Working around Forklifts

A near miss involving a pedestrian and a forklift is not just a near miss – it is a near fatality. Forklift operators have a very limited field of vision because bars, cables, chains, and the load they may be carrying obstruct their view. They may not be able to see other workers in time to stop or take evasive action.

- Training for those who work around forklifts is just as important as training for the forklift operators themselves. Follow these guidelines:
- Wear a high visibility vest when entering an area where forklifts are operating.
- Yield the right of way – even if the operator can stop the forklift quickly, the load may continue forward and crush the employee.

Make Eye Contact with the Operator

- Wait until the employee has confirmation that the operator has noticed his/her before proceeding.
- Don't rely on sound to determine whether the operator is nearby – forklifts can be very quiet when they are coasting.
- Use designated walkways – don't take shortcuts through danger zones.

Operating Pallet Jacks

- Wear safety boots and keep the employee's toes and fingers out from under the pallet.
- Secure the load to make sure it is stable and will not shift during movement.
- Restack it if necessary.
- Make sure the rollers are free of the bottom of the pallet.
- Push, don't pull – this puts less strain on the employee's back and it's easier to stop.
- Know how to use the release handle.
- Get help if the employee is having a problem.
- Work with a partner when dealing with heavy loads.
- For a quick stop, lower the load.

Every workplace needs a plan for dealing with emergencies. The employee supervisor should provide to the employee with instruction in the emergency plan within his/her first few days on the job, as well as refresh training from time to

time. Once the employee has been trained, his/he should be able to answer the following questions:

- Where is the emergency phone number posted?
- Where are the fire extinguishers? How and when should they be used?
- Where are the fire alarms and fire exits?
- What is the evacuation plan for the building?
- What should you do during an earthquake?
- In case of evacuation, where outside the building is the assembly point and who should you report to?
- What other specialized equipment may be needed in case of an emergency, and how is it used?
- Ask your employee to go through the emergency plans and procedures for you to store.

For example, ask your employee to review what to do in the case of an earthquake, fire, or bomb threat.

Session Plan 4: Precautions to be taken for Safety

1. **Session Topic:** Precautions to be taken for Safety
2. **Objectives:** To develop knowledge and skills of students in identifying care taken for travel and personnel safety equipment.
3. **Material/ Equipment:** Chalks, Sketch Pens, Ruler, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector.
4. **Preparations:**
 - .
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Make an opening by telling students the purpose of the lecture or presentation.

3. Introduce the topic e.g. precautions and safety measures taken from common and power tools.
4. Provide specific examples.
5. Involve students by giving them the opportunity to ask questions related to the topic.
6. Clarify any questions student to may ask.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understood the concept of Hygiene & Safety at workplace.

T2: Discussion

1. Discuss about precautions and safety measures at workplace while using machine.
2. Discuss with students about precautions and safety to be taken while travelling.
3. Discuss precaution and safety while driving.
4. Discuss power tools and equipments used in retail operations; use picture to make clear understanding of students for tools and equipment.

Check List for assessment activity

Use the following checklist to check whether you students could meet all the requirements for assessment.

Part - A

Student could differentiate between

- a. Safety measures for retail operations.
- b. Precautions and safety measures.

Part - B

Students could answer the following questions:

- a. Describe the operation of forklifts.
- b. What kind of precautions is to be taken while operating power tools and equipments in retail operations?
- c. What are the safety tips should be remembered before starting working in retail?

Part - C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

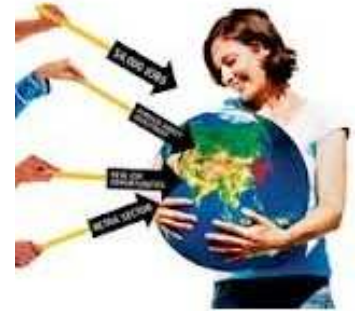
Performance Standard	Yes	No
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Able to identify Safety tips while traveling.		
Able to identify precautions while working with power tools and equipments		
Able to identify Hygiene injuries from using power tools and equipments.		
Able to identify safety tips in using equipments and power tools at workplace.		

RS107-NQ2012 – WORK INTEGRATED LEARNING

Introduction

You must have come across several small independent grocery and retail shops in your life. You might have even gone with your parents to buy certain consumer goods such as toothpaste, toothbrush, hair oil, spices, food items, etc. from a **retail shop**. You, as a **consumer** must have stood outside the retail shop, asked for what you want and purchased the product by paying the price of the product.



The term 'retail' is derived from the French word 'retailer' which means 'to cut a piece off' or 'to break bulk'. Retailing is a vital part of the business industry that involves selling products and services to consumers for their individual or family use. Retailing can also be defined as the timely delivery of goods demanded by consumers at an affordable and competitive price. India's retailing industry is essentially owned by small shops. The organized retailing comprises large format **convenience stores** and **supermarkets**, which accounts for about four per cent of the industry, and these are present only in large urban centers.



Organized retailing, in India, refers to trading activities undertaken by licensed retailers, that is, those who are registered for sales tax, income tax, etc. These include the publicly traded supermarkets, cooperative-backed hypermarkets and retail chains, and also the privately owned large retail businesses.

In the recent past, the retail sector has emerged as an important sector and the largest provider of employment opportunities. Generally, retail business can be classified into several types depending on their size, shape, product lines, services they offer and prices they charge. Some among them are specialty stores, supermarket/malls, factory outlets, franchises, chain stores, discount stores, lifestyle and personal products, furnishings, household appliances, groceries, stores, etc. The jobs in retail sector may range from a salesperson to that of the level of retail executive. Though plenty of jobs are available in this sector, specialized skills are required to work in this sector.



In order to enter into retail sector, one should

understand the career prospects, jobs available and promotional opportunities in the sector. After deciding to work in this sector one has to undergo formal training so that he/she becomes suitable for the job and can apply to the post he is interested to work. In majority of the jobs, candidates are selected through a process of selection; interview being an integral method of assessment.

In this unit, we will examine the various career opportunities available in the retail sector and also learn how to prepare a resume and job application.

Session 1: Job Opportunities in Retailing

Relevant Knowledge

Organized retail can be categorized by the type of products retailed, as well as the by the different kind of formats. The major retail formats include the following:

Departmental Store

It represents retail outlets that stock a wide variety of merchandise ranging from apparel, toiletries, cosmetics, toys, and jewelry to appliances and furniture. Size of the store is about 15,000 to 1 lakh sq. ft. Store personnel working in the Departmental store need to be aware of the various products within a particular department. The stores which are smaller in size would require the store personnel to do multiple tasks.

Supermarkets

These are self-service stores which offer a range of food and household articles. These stores generally occupy a large area vis-a-vis the departmental stores. Store size is about 5,000 to 15,000 sq. ft. Nilgiris was the first supermarket in India. Food World was the first chain of supermarkets in India offering a wide range of products that included fruits, vegetables, etc. Other supermarkets operating in India include Food Bazaar, Sabka Bazaar, Fabmall, Ambagh Food Mart, etc.

Hypermarket

It has the features of both a supermarket and a department store. These stores operate on a very large scale. Some of the prominent hypermarkets include Big Bazaar (Pantaloon Retail), Star India Bazaar (Trent), Choupal Saga (ITC), Hyper City (K Raheja Group), etc.



Specialty Stores

Specialty stores sell specific merchandise with focus on single/few categories. Planet M, Music World, Crossword etc. are among the leading specialty stores in India.

Convenience Stores

These stores are located at convenient locations like fuel stations and have flexible timings. My Mart, In and Out, Red Shop, DHL Service point, Touch World and 24/7 are some of the players in this format.

Kiosks

Kiosks are located in malls, multiplexes, railway stations, and airports where space is at a premium and mostly engage in selling consumer goods like edibles and snacks,

newspapers and magazines, fashion accessories stores and entertainment. There seems to be a misleading perception that opportunities for career progression within the retail sector tend to be limited. After all, when most people consider retail as a career possibility, they often think of casual part-time roles in shops or working shifts, including weekends and irregular hours where pay isn't all that attractive. However, the retail sector is big business with so many facets to it and with many companies also trading globally and online as well, there are so many different career avenues to explore, many of which are behind the scenes.

Of course, it's not unheard of for people to start off in the most junior of roles on the shop floor and end up rising to store manager and positions which are even higher. Nevertheless, in order to rise to the very top within retail, the more qualifications you have, the better and with a suitable degree behind you, many organizations offer fast track management training schemes.

Discount Stores

Discount Retail can be broadly defined as a retail format where 60% to 70% of the merchandise is sold at a discount of 10% to 25% or more. As per estimates, nearly 20% of the sales of most brands are through some form of discounts. Some of the major players in this space include Big Bazaar, Megamart, Pateek Lifestyle (Coupon Mall), and Sankalp Retail Value Stores (My Dollar Store). Lately, Discount Retail has been dominated by apparel focused stores and factory outlets.



Career Prospects

When considering a career in retail, there are so many different types of job available in the retail sector. Let us firstly try to understand the retail sector as a whole, which can be broken down into the following categories:

- Store Operations
- Finance and Administration
- Marketing
- Logistics
- Buying
- Customer Service Call Centres
- Human Resources/Training
- Information Technology

Store Operations

Store operations involve selling, management of goods flow, store maintenance, customer service and transaction processing. The salesperson plays an important role in technology goods, high value high involvement goods such as jewellery, watches,

etc. The vast majority of jobs in retail come under the umbrella of store operations. From actually selling goods out on the shop floor to ensuring that the store runs smoothly, you might start off you career as a part-time floor assistant and work your way up to department or store manager or even to director of operations.

Merchandising

It involves selecting and displaying of the assortment of goods to be sold.

Finance and Administration

Here you'll be working with figures and could be focused on paying the staff's wages, to ensuring that you find money to run the business or to make acquisitions as well as making financial budgets and projections for the future. You could be working within the purchase or sales ledger departments either ensuring that you keep on top of customers who owe you money (credit control) and that your company itself is paying its bills on time (purchase ledger).

Marketing

The marketing department is responsible for developing brands and by raising customer awareness and building brand loyalty through a range of advertising methods such as on TV or radio, in print or online and via in-store promotions.

Logistics

This is one of the key areas of retail which is essential if you're going to run a successful business. At its simplest, it could simply be the movement of goods from your stock room to the shop floor but a career in logistics also encompasses the handling, the movement and the storage of goods through a whole variety of means including transporting goods by rail, road, sea and air.

Buying

The main role of a buyer within a retail career is to successfully purchase merchandise or materials to manufacture a particular range of merchandise whilst ensuring that you can buy it at a competitive price and that you're able to provide customers with what they want, when they want it and at a price they can afford.

Sales and Customer Service Call Centers

If you're working in a retail sales or customer service call center, the main focus of your job will either be on the sale of goods and services over the phone and/or providing information and advice to customers as well as dealing with customer complaints. These environments are often targeted even and you may also work in an administrative capacity instead where you'll be responsible for ensuring that customers' records are kept up to date.

Human Resources/Training

This involves devising and implementing policies relating to the effective use of your staff as well as their own training and career development alongside things such as drawing up notes and holiday rosters and dealing with disciplinary matters.

Information Technology

These days in all organizations, all of the other job areas could not function as easily if they weren't all underpinned by IT systems. You may be working on installation and ensuring that back-up systems and security are taken care of. On the other hand, you may end up working as a software designer, creating new programs to meet operational expectations.

Tips for You

- Always assess your strengths and weaknesses before choosing a career.
- Try to collect as much information as possible on the vocation that you would like to pursue.
- Always seek guidance from an Expert/ Counselor before deciding about your career.

Session Plan 1: Job Opportunities in Retailing

1. **Session Topic:** Job Opportunities in Retailing (Retail store type)
2. **Objectives:** To develop knowledge and skills of students in identifying retail store type.
3. **Material/ Equipment:** Chalks, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector.
4. **Preparations:**
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic in the class.

3. Make an opening by telling students the purpose of the lecture or presentation.
4. Explain various types of retail store formats available in India.
5. Provide specific examples.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify all doubts of students regarding topic.
8. Summarize the topic and emphasize on the key points.
9. Check to make sure that each student understood the concept well.

T2: Assignment

Ask your students to identify 2 stores in each format available in India and collect pictures of each format published, on a page and compile each format with information such as:

1. Date of inception of a brand.
2. Date of opening of the store
3. Where of the brand.
4. Sort of merchandise they offer.
5. Address of the store.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the elements for assessment.

Part - A

Student could differentiate between

- Various types of store formats.

Part - B

Students could answer the following questions:

- a. What is retail?
- b. What is retail store format?
- c. What is the brand classification of store formats?

Part - C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify type of store formats		
Able to identify job opportunities in retail sector.		

Session 2: Career Prospects in Retailing

Relevant Knowledge

Customer Sales Associate: It is the entry-level post of retail business. But as every retail shop is completely dependent upon the sales they get, this is one of the important posts in this profession. To be a good sales person, one should have good knowledge about the products, the shop, the customers etc.



Job Position	Qualification
Department Manager / Floor Manager / Category Manager / Store Manager / Management Back-end Operations	MBA with 5 to 10 years experience
Customer Interaction Manager / Purchase and Merchandising Manager	Graduate with 2 to 5 years experience
Transaction Processing Associate / Purchase and Merchandising Associate	Graduates/12 th Pass
Customer Sales Associate	12 th Pass/10 th Pass

Knowledge and skills that a Customer Sales Associate should possess include the following:

- Knowledge of current sales promotion schemes of the company and ability to communicate the same to the customers.
- Ability to sell - i.e., selling skills
- Knowledge of policies regarding exchanges.
- In depth knowledge of store offerings.
- Stores/bands (in case of sales person engaged in apparel retail)
- Knowledge of product features such as:
 - band options
 - warranties
 - features and benefits
 - use/application
 - shelf life/use by dates
 - care and handling
 - storage requirements

- product/ingredient/material
- safety features
- price
- Ability to guide the customers to the relevant sections of the store.
- Knowledge about the merchandise in inventory to help customers find the desired merchandise which is not on display.
- Ability to watch out for security risks and thefts, and know how to prevent or handle these situations.
- Ability to cross sell.
- Ability to describe merchandise and explain use, operation, and care of merchandise to customers.
- Good communication skills
- Ability to understand product information, store policies and procedures.

Department Manager / Floor Manager/ Category Manager: These are some of the posts one could handle in the store.

Store Manager: Store managers sometimes called General Manager or Store Director, are responsible for managing an individual store and its day-to-day functioning. The store manager is in charge of the employees of the store and he himself may report to a District Area Manager or the store's owner.

Retail Operation Manager: It is the duty of a retail manager to plan and coordinate the operations of the outlet. This involves the layout of merchandise, monitoring the retail orders and stock, analyzing the supply etc. Candidates with Master Degree can start off as retail managers.

Retail Buyers and Merchandisers: They are the persons who select and buy the goods for the retail shop. They should understand the needs of the customer, should be aware of the trends in the market, and should possess great enthusiasm and energy.

Visual Merchandisers: These people give the brand a face, so they hold one of the very important positions in the industry. Being a part of concept and design one could also be a technical designer, product developer and store planner.

Apart from the above the following careers also available in the retail business:

- Logistics and Warehouse Managers
- Retail Communication Manager
- Manager Private label Brands
- Retail Marketing Executives

Finance and Administration

- Marketing
- Logistics
- Buying

- Customer Service Call Centres
- Human Resources/Training
- Information Technology

The remuneration in the retail industry depends upon the company, nature of work and the area where you work. The average starting salary of a sales person in the retail industry is Rs 5,500/- per month. Depending on various post, the salary range varies Rs.6,000/- to Rs.22,000/- per month. The special packages, bonus, incentives offered are part of this career. The remuneration outside India also varies depending upon many factors such as shops, products and places.

Session Plan 2: Career Prospects in Retail

1. **Session Topic:** Career Prospects in Retail
2. **Objectives:** To develop knowledge and skills of students in identifying various job opportunities and career prospects in retailing.
3. **Material/ Equipment:** Chalks, Sketch Pens, Ruler, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector.
4. **Preparations:**
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic in the class.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Discuss with your students about job opportunities and career prospects in retail, and also inform them how to search for jobs in retail.
5. Provide specific examples.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify all doubts of students regarding topic.
8. Summarize the topic and emphasize on the key points.

9. Check to make sure that each student understood the concept well.

T2: Assignment

Ask your students to search for job opportunities available in retail and ask them to write down full description for at least 5 job opportunities such as:

1. Title of job
2. Nature of the job
3. Company
4. Designation
5. Their requirements for experience if any and qualification.
6. Salary
7. No. of post vacant
8. Opportunity is for which city.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part - A

Student could differentiate between

- a. Knowledge and skills

Part - B

Students could answer the following questions:

- a. What does qualification means?
- b. What does skills means?
- c. What kind of job opportunities are available in retail?

Part - C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to analyze career prospects in retail sector.		
Able to identify job opportunities in retail sector.		

Session 3: Writing a Resume

Relevant Knowledge

A short written description of your education, qualifications, and previous employment, which you send to an employer when you are trying to get a job is your Resume.

Format of a model Resume:

- (i) Name
- (ii) Permanent Address
- (iii) Address for Correspondence
- (iv) Phone No.
- (v) Age
- (vi) Date of Birth
- (vii) Academic Qualification
- (viii) Technical Qualification
- (ix) Vocational Education and Training
- (x) Internship (Apprenticeship)
- (xi) Extra-curricular Activities (Art, Literature, Sports, any other)
- (xii) Experience
- (xiii) Strengths (include skills)
- (xiv) References
- (xv) Place
- (xvi) Date
- (xvii) Signature



Session Plan 3: Writing a Resume

1. **Session Topic:** Writing a Resume
2. **Objectives:** To develop knowledge and skills of students in identifying types of resume.
3. **Material/ Equipment:** Charts, Sketch Pens, Ruler, Computer, Slides, open source software for slide presentation, LCD projector.
4. **Preparations:**
 - Arrange all the material well in advance.

5. Teaching/ Training Methodology

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic in the class.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Explain your students about types of resume and important elements of resume writing.
5. Provide specific examples.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify all doubts of students regarding topic.
8. Summarize the topic and emphasize on the key points.
9. Check to make sure that each student understood the concept well.

T2: Assignment

Ask your students to prepare their resume considering one particular job e.g. store supervisor. Collect all students' resumes and check for appropriateness then inform each student in the class for improvement in the resume if required.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part - A

Student could differentiate between

- a. Major and important elements of resume.

Part - B

Students could answer the following questions:

- a. What resume is?

- b. What are the major elements of resume?
- c. What are the important elements of resume?
- d. What should be the common contents of resume?
- e. What are the types of resume?

Part - C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify type of resume		
Able to identify resume according to job requirements		
Able to identify important elements of resume.		
Able to identify major content of resume according to job.		

Session 4: Writing a Job Application

Relevant Knowledge

After identification of job opportunities at an organization the essential step is to submit an application. Preparing the job application is an art. One should know how to prepare the job application before applying for a job. All the relevant information is to be included in the job application. The particulars of address, qualifications, experience etc., are to be mentioned in the job applications. Apart from this sometimes it is also essential to give some reference names. While writing the job application the particulars of the well known persons with all their details are to be included in the Job application. All the important items are to be highlighted in the job application in order to attract the attention of the employer. Command over the language is also important in preparation of a job application.



Personal Information

- Name
- Address
- City, Pin Code
- State
- Date of Birth
- Sex
- Nationality
- Phone Number
- E-mail address

Education

- Schools/Colleges Attended
- Degree/Diploma
- Graduation Dates(s)

Position Applied For Information

- Title of the job you are applying for
- When you can start work
- Salary expected

Employment Information

- Names, addresses, phone numbers of previous employers
- Supervisor's name
- Dates of employment
- Salary
- Reasons for Leaving
- Employment Registration No. (if any)

References

- List of three references - names, job title or relationship, addresses, phone numbers

Session Plan 4: Writing a Job Application

1. **Session Topic:** Writing a Job Application
2. **Objectives:** To develop knowledge and skills of students in identifying basic points for writing a job application.
3. **Material/ Equipment:** Chalks, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector.
4. **Preparations:**
 - Arrange all the material well in advance.
5. **Teaching/ Training Methodology**

T1: Interactive lecture

Duration: 1 Hour

Process:

1. Prepare the points for the lecture
2. Introduce the topic in the class.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Explain your students about basic points in writing job application.
5. Provide specific examples.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify all doubts of students regarding topic.
8. Summarize the topic and emphasize on the key points.
9. Check to make sure that each student understood the concept well.

T2: Assignment

Ask your students to write job application.

Process:

1. Select 5 types of job suitable to all the students.
2. Identify the 5 topics.
3. Ask your students to write 5 job applications on different topics given by you.
4. Collect all application from students and bunch them.
5. Collect their job application scripts.
6. Instruct them if any improvement and correction required.
7. Ask them to rewrite the application keeping in mind all the mistakes they have done earlier while writing.
8. Re-collect all the applications.

Check List for assessment activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part - A

Student could differentiate between

- a. General application and job specific application.

Part - B

Students could answer the following questions:

- a. What are the contents of a job application?
- b. What precautions are to be taken while writing a job application?

Part - C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards the performance standards may include but not limited to:

Performance Standard	Yes	No
Able to identify basic contents of application in accordance to a specific job.		
Able to prepare a job application for a particular job.		

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अध्यापक हस्तपुस्तिका



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श्यामला हिल्स, भोपाल

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यह प्रकाशन कॉपीराइट द्वारा सुरक्षित है। कॉपीराइट अधिनियम द्वारा अनुमत प्रयोजनों के अलावा जनता द्वारा पूर्व लिखित अनुमति के बिना इसका पुनः उत्पादन, अंगीकार, इलेक्ट्रॉनिक भण्डार और सम्प्रेषण निषिद्ध है।

प्रस्तावना

“कार्यस्थल में संचार” पर यह अध्यापक हस्तपुस्तिका “शस्त्र रहित सुरक्षा गार्ड (निजी सुरक्षा क्षेत्र)” की राष्ट्रीय व्यावसायिक शिक्षा योग्यता हेतु सुरक्षा ज्ञान और कौशल विकास परिषद (एसकेएसडीसी) द्वारा विकसित योग्यता पैकेज का एक भाग है। राष्ट्रीय व्यावसायिक शिक्षा योग्यता रूपरेखा (एनवीईक्यूएफ) मानव संसाधन विकास मंत्रालय (एमएचआरडी), भारत सरकार का एक प्रयास है जो विद्यालयों, व्यावसायिक शिक्षा और प्रशिक्षण संस्थानों, तकनीकी शिक्षा संस्थानों, महाविद्यालयों और विश्वविद्यालयों में अपनाई जाने वाली राष्ट्रीय स्तर पर मान्यता प्राप्त अर्हता प्रणाली के लिए सामान्य सिद्धांत और दिशा निर्देश तय करता है। यह संकल्पना की गई है कि एनवीईक्यूएफ से अर्हताओं की पारदर्शिता, विषम क्षेत्रीय अधिगम, छात्र केंद्रित अधिगम और छात्र को विभिन्न अर्हताओं के बीच चलनशीलता की सुविधा को बढ़ावा मिलेगा और इस प्रकार जीवन भर अधिगम को प्रोत्साहन मिलता रहेगा।

निजी सुरक्षा उद्योग में वे एजेंसियां या लोग शामिल हैं जो संविदा के अधीन लोगों तथा संबंधी एवं लाभ के लिए सुरक्षा प्रदान करते हैं। शस्त्र रहित सुरक्षा गार्ड को अवलोकन, रोक कर रखने, दर्ज और रिपोर्ट करने का कार्य करना होता है। सरकारी और निजी सुरक्षा के बीच मूलभूत अंतर यह है कि सरकारी सुरक्षा कार्मिकों को कानून के प्रवर्तन के लिए विधान द्वारा अधिकार प्राप्त है, किन्तु निजी सुरक्षा में ऐसा नहीं होता है।

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 में सिफारिश की गई है कि विद्यालयों में विद्यार्थियों के जीवन को विद्यालय के बाहरी जीवन के साथ जोड़ना अनिवार्य है। इस सिद्धांत के अनुसार किताबी अध्ययन की परंपरा छोड़ देनी चाहिए जो हमारे तंत्र को लगातार एक आकार देती आई है और विद्यालय, घर, समुदाय और कार्यस्थल के बीच अंतराल लाती है। प्रायोगिक अधिगम, जो एक ऐसी चक्रीय प्रक्रिया है जिसमें अवलोकन, प्रतिक्रिया और कार्य को अध्यापन – अधिगम प्रक्रिया का अनिवार्य हिस्सा बनाया जाना चाहिए। छात्रों द्वारा समस्याओं को सुलझाने, अध्यापकों या अनुदेशकों द्वारा मार्गदर्शित होने के प्रयास से वे नए ज्ञान का अन्वेषण और खोज कर सकेंगे तथा उनमें समस्या को सुलझाने का कौशल विकसित होगा। अंतःक्रियात्मक व्याख्यान, भूमिका अभिनय, प्रकरण आधारित अध्ययनों, कार्यों, परियोजनाओं एवं कार्य के दौरान की जाने वाली गतिविधियों सहित शिक्षा विज्ञान की एक परास जो छात्रों को व्यापक, तकनीकी और व्यावसायिक ज्ञान प्रदान करेंगी तथा छात्र केन्द्रित अधिगम को पोषण देने के लिए अध्यापकों तथा अनुदेशकों द्वारा इन कौशलों को अपनाया जाना चाहिए।

इस प्रयास की सफलता उन कदमों पर निर्भर करती है जो विद्यालयों के अध्यापक अपने अधिगम को दर्शाने तथा काल्पनिक और कार्य के दौरान की जाने वाली गतिविधियों तथा प्रश्नों को आगे बढ़ाने के लिए अपने बच्चों को प्रोत्साहन देने के लिए उठाएंगे। कौशल विकास अभ्यासों और मान्यताओं एवं रचनात्मकता के पोषण में छात्रों की भागीदारी तभी संभव है यदि हम अधिगम में बच्चों को भागीदार के रूप में शामिल करें और वे मात्र सूचना के ग्राही नहीं बनें। ये लक्ष्य विद्यालय की दैनिक दिनचर्या तथा कार्यशैली में पर्याप्त बदलाव लाते हैं। प्रतिदिन की समय तालिका में नम्यता गतिविधियों के कार्यान्वयन में सक्रियता बनाए रखने के लिए अनिवार्य होगी और अध्यापन और प्रशिक्षण के लिए अध्ययन दिवसों की आवश्यक संख्या को बढ़ाया जाएगा।

शिक्षा और प्रशिक्षण के क्षेत्र में अध्यापकों और अन्य पणधारियों द्वारा दिए गए सुझाव हमारे लिए अत्यंत महत्वपूर्ण होंगे जो अध्यापक हस्तपुस्तिका में गुणात्मक सुधार लाने में सहायता देंगे।

आभार

हम प्रो. परवीन सिंक्लेयर, निदेशक, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी), प्रो. आर. बी., शिवगुंडे, संयुक्त निदेशक, पं. सुं. श. केंद्रीय व्यावसायिक शिक्षा संस्थान (पीएसएससीआईवीई), श्री बसाब बनर्जी, प्रमुख, मानक और गुणवत्ता आश्वासन, राष्ट्रीय कौशल विकास निगम को उनके द्वारा प्रदान किए गए मार्गदर्शन के लिए धन्यवाद देते हैं।

हम कुंवर विक्रम सिंह, अध्यक्ष, सुरक्षा ज्ञान और कौशल विकास परिषद (एसकेएसडीसी), लेफ्टिनेंट जनरल एस. एस. चहल (सेवानिवृत्त), उप अधिशासी अधिकारी, एसकेएसडीसी, और मेजर जनरल भूपेन्द्र सिंह घोत्रा (सेवानिवृत्त), मुख्य प्रचालन अधिकारी, एसकेएसडीसी को उनके द्वारा दिए गए मार्गदर्शन और सहायता के लिए हार्दिक आभार और धन्यवाद देते हैं।

श्रीमती लीना कपूर, यूनिफायर्स सोशल वेंचर्स प्रा. लि., डी-253, सर्वोदय एन्क्लेव, नई दिल्ली – 110017 द्वारा इस इकाई के विकास में उनके कठोर प्रयासों और प्रतिबद्धता हेतु धन्यवाद की पात्र हैं।

हम डॉक्टर विनय स्वरूप मेहरोत्रा, एसो. प्रोफेसर और प्रमुख, पाठ्यचर्या विकास और मूल्यांकन केन्द्र, पी.एस. एस.सी.आई.वी.ई. और कर्नल (सेवानिवृत्त) तपेश चंद्र सेन, उप निदेशक, एसकेएसडीसी, के प्रति आभारी हैं जिन्होंने सामग्री को अंतिम रूप देने तथा हस्तपुस्तिका के संपादन में पर्याप्त योगदान दिया है।

हस्तपुस्तिका क बारे में

यह हस्तपुस्तिका अध्यापकों को भारत की सुरक्षा ज्ञान और कौशल विकास परिषद (एसकेएसडीसी) द्वारा निर्दिष्ट "शस्त्र रहित सुरक्षा गार्ड" (निजी सुरक्षा क्षेत्र) के लिए व्यावसायिक मानक पूरे करने हेतु छात्रों के अध्यापन और प्रशिक्षण में सहायता देने के लिए है। व्यावसायिक मानकों में बताया गया है कि व्यक्तियों को क्या जानने, समझने और इस प्रकार अपनी विशेष कार्य भूमिका या कार्यों को पूरा करने की जरूरत होती है। ये ऐसे मानक हैं जिन्हें व्यक्तियों को कार्य स्थल पर विभिन्न कार्य करने के दौरान अवश्य पूरा करना चाहिए। "कार्यस्थल में संचार" पर मॉड्यूल में निम्नलिखित शस्त्र रहित सुरक्षा गार्ड (निजी सुरक्षा क्षेत्र) में तत्वों, निष्पादन मानदण्डों, ज्ञान और कौशल को शामिल किया गया है।

इकाई कोड	एसकेएस / एन 001
इकाई शीर्षक	बुनियादी सुरक्षा प्रथाओं के अनुसार सुरक्षा कार्य
तत्व	निर्धारित सुरक्षा कार्य पूरे करना
निष्पादन मानदण्ड	पीसी 03 : खतरों और आपातकालीन स्थितियों के बारे में प्रतिक्रिया और रिपोर्ट करना
कोर / सामान्य कौशल	एसए 1 : घटनाएं रिकॉर्ड और रिपोर्ट करना एसए 2 : संचार कौशल

इकाई कोड	एसकेएस / एन 0003
इकाई शीर्षक	लोगों, संपत्ति और परिसरों की निजी रखवाली सेवा प्रदान करना
तत्व	नामित परिसरों की खोज करना
निष्पादन मानदण्ड	पीसी 14 : खोज के दौरान संचार बनाए रखना
ज्ञान और समझ (के)	
संगठनात्मक संदर्भ	केए 3 : संचार के उपलब्ध साधन
तकनीकी / प्रक्षेत्र ज्ञान	केबी 4 : संचार उपकरणों का उपयोग
कौशल	
कोर / सामान्य कौशल	एसए 3 : प्रभावी रूप से संचार करना
व्यावसायिक कौशल	एसबी 2 : घटनाएं सही रूप में रिपोर्ट और रिकॉर्ड करना

इकाई कोड	एसकेएस / एन 0004
इकाई शीर्षक (कार्य)	निर्दिष्ट परिसरों में नियंत्रित पहुंच
तत्व	परिसरों में नियंत्रित प्रवेश और निर्गत
निष्पादन मानदण्ड	पीसी 1 : उपकरण के उपयोग के साथ और इसके बिना परिसरों में पहुंच पर नियंत्रण से संबंधित संगठनात्मक प्रक्रियाओं का पालन करना।
ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 6 : कैसे पढ़ें और लिखें
कौशल	
व्यावसायिक कौशल	एसबी 1 : विभिन्न प्रकार के पहचान पत्रों को पहचानना और पढ़ना

	एसबी 4 : बुनियादी संचार कौशल और शिष्टाचार
इकाई कोड	एसकेएस / एन 0006
इकाई शीर्षक	निर्दिष्ट क्षेत्रों में नियंत्रित पार्किंग
तत्व	निर्दिष्ट क्षेत्रों में पार्किंग करना
निष्पादन मानदण्ड	पीसी 4 : उपलब्ध पार्किंग क्षेत्रों में वाहन चालकों का मार्गदर्शन
ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 8 : संचार उपकरण का उपयोग
कौशल	
कोर / सामान्य कौशल	एसए 3 : प्रभावी संचार

इकाई कोड	एसकेएस / एन 007
इकाई शीर्षक	सुरक्षा एस्कॉर्ट्स
तत्व	ई 1 : सुरक्षा एस्कॉर्ट ड्यूटी निभाना ई 2 : सुरक्षा और निरापदता को प्रभावित करने वाली घटनाओं पर प्रतिक्रिया देना
निष्पादन मानदण्ड	पीसी 4 : अनुदेश के अनुसार संचार का रखरखाव पीसी 7 : संचार और सहायता की तलाश
ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 4 : संचार के साधन
कौशल	
कोर / सामान्य कौशल	एसए 2 : संचार उपकरण का उपयोग

इकाई कोड	एसकेएस / एन 008
इकाई शीर्षक	स्वास्थ्य और सुरक्षा
तत्व	आग दुर्घटनाओं के लिए प्रतिक्रिया
निष्पादन मानदण्ड	पीसी 13 : वरिष्ठ अधिकारियों और आपातकालीन सेवा संगठनों को आग की दुर्घटनाओं की रिपोर्ट देना
ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 14 : प्रभावी रूप से संचार
कौशल	
कोर / सामान्य कौशल	एसए 5 : आग दुर्घटना पर प्रतिक्रिया एसए 7 : प्रभावी संचार

इकाई कोड	एसकेएस / एन 009
इकाई शीर्षक (कार्य)	वाणिज्यिक तैनातियों में सुरक्षा
तत्व	वाणिज्यिक प्रक्षेत्रों में सुरक्षा के कार्य करना
निष्पादन मानदण्ड	पीसी 4 : संबंधित पणधारियों के साथ प्रभावी संचार

ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 3 : संचार की विधियां और प्रयुक्त उपकरण
कौशल	
कोर / सामान्य कौशल	एसए 2 : ग्राहकों / पणधारियों के प्रति विनम्र और सहायक बनें एसए 3 : ग्राहकों / पणधारियों के साथ प्रभावी संचार
व्यावसायिक कौशल	एसबी 2 : संचार और रिपोर्ट एसबी 4 : सुरक्षा और संचार उपकरण का उपयोग निर्दिष्ट विधि से करें।

इकाई कोड	एसकेएस / एन 0010
इकाई शीर्षक	औद्योगिक तैनातियों में सुरक्षा
तत्व	औद्योगिक प्रक्षेत्रों में सुरक्षा के कार्य करना
निष्पादन मानदण्ड	पीसी 4 : संचार
ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 3 : संचार विधियां और उपकरणों का उपयोग
कौशल	
व्यावसायिक कौशल	एसबी 2 : प्रदान किए गए उपकरण के साथ संचार

इकाई कोड	एसकेएस / एन 0011
इकाई शीर्षक	स्वयं तथा संगठन की सकारात्मक प्रस्तुति
तत्व	संगठन की तैयारी और व्यवहार के मानकों का पालन करना
निष्पादन मानदण्ड	पीसी 7 : संगठन की "मिलें और अभिवादन करें" प्रक्रिया का पालन करना
ज्ञान और समझ (के)	
तकनीकी / प्रक्षेत्र ज्ञान	केबी 1 : संचार उपकरण का उपयोग

आपको यह सुनिश्चित करना होगा कि मॉड्यूल में दिए गए सत्र पूरे होने पर प्रत्येक छात्र निम्नलिखित निष्पादन मानक पूरे करता है :

निष्पादन मानक	हां	नहीं
संचार चक्र के तत्वों पहचान करना		
संचार चक्र का चित्र बनाना		
वर्णनात्मक प्रतिक्रिया प्रदान करने के लिए एक वाक्य निर्माण करना		
विशिष्ट प्रतिक्रिया प्रदान करने के लिए एक वाक्य निर्माण करना		
कार्यस्थल पर संचार में बाधाओं की एक सूची संकलित करना		
संचार में बाधाओं को दूर करने के लिए कार्यनीतियों के चयन के लिए ज्ञान का प्रदर्शन		
ग्राही द्वारा आवश्यक सभी तथ्यों को प्रेषित करने वाले एक वाक्य का निर्माण करना		
विशिष्ट संदेश के साथ वाक्य निर्माण करना		
ग्राही को संदेश प्राप्त होने पर उसके प्रति आदर दर्शाने का व्यवहार		
मौखिक संचार की विधियों की पहचान		

अमौखिक संचार की विधियों की पहचान		
स्वर और पिच में बदलाव के साथ एक भाषण देना		
दिन के समय को ध्यान में रखते हुए विनम्रता और उचित अभिवादन		
अमौखिक संचार की स्थायी विशेषताओं की सूची		
अमौखिक संचार की गतिशील विशेषताओं की सूची		
टेलीफोन से संबंधित शिष्टाचार अपनाएं		
सुरक्षा उद्योग में इस्तेमाल लॉग बुक की पहचान करना		
सुरक्षा उद्योग के लिए आम रिपोर्टों को पहचानना		
लॉग बुक के प्रारूप में अपेक्षित जानकारी भरें		
सुरक्षा उद्योग में एक विशेष स्थिति के लिए उपयुक्त शब्दों के साथ प्रभावी संचार करें		
संचार के लिए बुनियादी सुरक्षा उपकरणों का संचालन करें		

अध्यापकों के लिए सामान्य निर्देश

- प्रशिक्षण आयोजित करने से पहले अध्यापक हस्तपुस्तिका को ध्यान से पढ़ें।
- सत्र योजना का कठोरतापूर्वक पालन करें।
- संगत ज्ञान और किए जाने वाले कौशलों के साथ अच्छी तरह से परिचय प्राप्त करें।
- सुनिश्चित करें कि शिक्षण और प्रशिक्षण के लिए सभी सामग्रियां / सहायक सामग्रियों / आवश्यक उपकरण उपलब्ध हैं।
- प्रयोजन को समझा कर कौशल का परिचय दें।
- विवरण में प्रतिभागियों को प्रत्येक चरण विस्तार से समझाते हुए कौशलों का प्रदर्शन करें।
- छात्रों को प्रश्न पूछने का आमंत्रण दें।
- छात्रों से स्वयं कौशलों का अभ्यास करने के लिए कहें और उनके कार्य निष्पादन का अवकलोकन करें।
- छात्रों को रचनात्मक प्रतिक्रिया दें।
- कक्षा में कार्य निष्पादन के दौरान छात्रों के सामने आने वाली समस्याओं पर चर्चा करें।
- मुख्य अधिगम का सारांश करें।
- सुनिश्चित करें कि प्रत्येक सत्र के अंत में मुख्य अधिगम ग्रहण किया गया है और निष्पादन मानक पूरे किए गए हैं।
- यह सुनिश्चित करने के लिए छात्रों की कार्य पुस्तिका की नियमित जांच करें कि सभी अभ्यास समय पर पूरे किए जा रहे हैं।
- सुनिश्चित करें कि सभी प्रतिभागी छात्र कार्य पुस्तिका में दिए गए आवश्यक आकलन पूरे करते हैं।
- हमेशा प्रतिभागियों को प्रोत्साहन दें। उन्हें चर्चा, प्रश्न – उत्तर सत्र और कार्य उन्मुख गतिविधियों में सक्रिय रूप से संलग्न होने से कभी निरुत्साहित नहीं करें।

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सत्र 1 : संचार चक्र के तत्वों की पहचान करना

संगत ज्ञान



संचार यह मौखिक और लिखित रूप में विचारों, भावनाओं और तथ्यों की अभिव्यक्ति और व्याख्या करने की क्षमता है। यह भाषा की दृष्टि से सामाजिक, सांस्कृतिक और कार्य संदर्भ की रेंज में उपयुक्त तरीके से अंतःक्रिया का साधन भी है। यह संदर्भों, संस्कृतियों, विधियों और मीडिया की विविधताओं के अंदर और इनके बीच अर्थ उत्पन्न करने में संदेश का उपयोग है। यह महत्वपूर्ण तरीका है जिसके जरिए तथ्यों, विचारों, अनुभवों और अनुभूतियों को आपस में बांटा और आदान प्रदान किया जाता है। मानव संचार मौखिक और अमौखिक दोनों है। मौखिक संचार में लिखित और मौखिक दोनों संचार शामिल हैं जबकि अमौखिक संचार में शारीरिक हाव भाव, चेहरे की अभिव्यक्ति और तस्वीरें शामिल हैं।

प्रभावी संचार केवल तभी होता है यदि ग्राही उसी सूचना या विचार को ठीक ठीक समझ जाता है जिसे प्रेषक भेजने का इच्छुक है। इसमें उचित उपकरण का उपयोग, उपयुक्त व्यक्ति को जानकारी देना और प्रभावी रूप से संचार शामिल है। संचार में रुकावट या तो संचार के कौशलों में कमी या एक निरंतर विचार प्रक्रिया में कमी के कारण आती है। यह संचार नेटवर्क में रुकावट के कारण भी हो सकता है। संचार के तीन महत्वपूर्ण भाग हैं – संप्रेषण, सुनना और प्रतिक्रिया।

संचार के तत्व

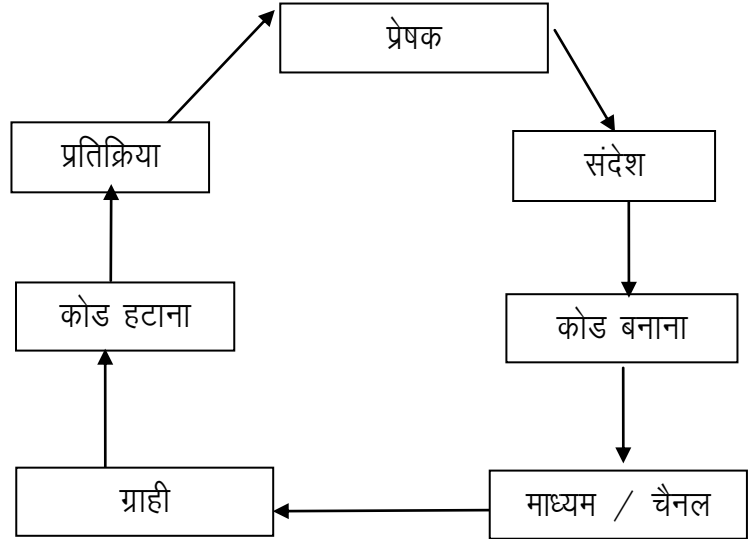
एक संचार चक्र के विभिन्न तत्व इस प्रकार हैं :

- प्रेषक : प्रेषक संदेश देता है या कोड करता है, उदाहरण के लिए या “नमस्कार महोदय / महोदया” कहकर अतिथि या ग्राहक का अभिवादन करता है।
- संदेश : इस मामले में संदेश “नमस्कार महोदय / महोदया” है, जिसे संचार की सामग्री के रूप में जाना जाता है।

- माध्यम : इस चैनल को संचार के लिए उपयोग किया जाता है। यह निम्नलिखित में से किसी भी रूप में हो सकता है – मौखिक, अमौखिक, सचित्र, प्रतीकात्मक या लिखित।
- ग्राही : ग्राही आने वाले संदेश या भाव को डिकोड करता है, इसका अनुवाद और प्रस्तुति करता है जो उत्तर या प्रतिक्रिया के रूप में बाहर आता है।
- प्रतिक्रिया : ग्राही किस प्रकार इस पर प्रतिक्रिया या अनुक्रिया देता है, इसे प्रतिक्रिया कहते हैं। यह प्रेषित की जाने वाली सूचना का प्रभाव, उत्तर या प्रतिक्रिया है।

संचार चक्र

संचार चक्र संक्षेप में संचार की प्रक्रिया है।



स्लाइड 1 : संचार चक्र के तत्व



पत्र

ई-मेल

रिकॉर्ड्स/
रिपोर्ट्स

टेलीफोन

मोबाइल
फोन

ईपीएबीएक्स
प्रणाली

वीडियो
कॉन्फ्रेंस

“प्रेषक” अपने संदेश को शब्दों में “इनकोड” करता है और कोड के रूप में संदेश को बोलता या लिखता है और तब “संदेश” भेजा जाता है यह संदेश टेलीफोन, वीडियो कॉन्फ्रेंसिंग, पत्रों, ई-मेल, बैठकों, ज्ञापनों, रिकॉर्ड्स और रिपोर्ट जैसे माध्यमों से भेजा जाता है। तब इस संदेश को “ग्राही” द्वारा “डिकोड” करते हुए सुना या पढ़ा जाता है ताकि पता लगाया जा सके कि प्रेषक क्या कहना चाहता है।

एक प्रभावी संचार चक्र में, ग्राही भाषा और संदेश को उसी प्रकार समझता है जिस प्रकार प्रेषक इसे बताना चाहता है। शब्द, टोन की गुणवत्ता, शारीरिक हाव भाव आदि उसी संदेश को प्रेषित करते हैं और भेजने की प्रक्रिया में कोई विकृति या हानि नहीं होती और प्रेषक उसी प्रकार वापस उत्तर देता है, जिस प्रकार उसे यह संदेश प्राप्त हुआ था।



अल्प संदेश सेवा

इंटरनेट

पुस्तकें

टेलीफोन

रेडियो

चैट

ई-मेल

फैक्स

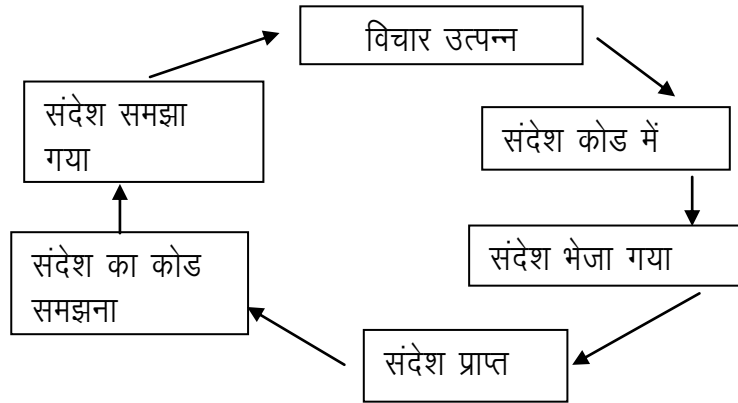
सेटलाइट

1. सत्र विषय : संचार चक्र के तत्वों की पहचान
2. उद्देश्य : संचार चक्र के तत्वों की पहचान के लिए छात्रों के ज्ञान, कौशल और क्षमताओं का विकास
3. सामग्री / उपकरण
आवश्यकताएं : चार्ट, स्केच पेन, रूलर्स, कंप्यूटर, स्लाइड, स्लाइड प्रस्तुतीकरण के लिए खुले स्रोत सॉफ्टवेयर, एलसीडी प्रोजेक्टर।
4. तैयारियां
 - इस हस्तपुस्तिका के अंत में दी गई शब्दावली को पढ़ें
 - सभी सामग्रियों को पहले से व्यवस्थित करें
5. शिक्षण/प्रशिक्षण विधि :

अवधि : 1 घंटे

प्रक्रिया

1. व्याख्यान के लिए बिंदुओं की तैयारी करें।
2. विषय का परिचय दें।
3. छात्रों को व्याख्यान या प्रस्तुति का उद्देश्य बताकर एक शुरुआत करें।
4. कक्षा में विषय का परिचय दें और छात्रों को संगत ज्ञान प्रदान करें।
5. ब्लैकबोर्ड/व्हाइटबोर्ड पर संचार चक्र बनाएं और छात्रों को प्रत्येक तत्व के बारे में बताएं/संचार चक्र पर एक स्लाइड बनाकर प्रस्तुत करें और छात्रों को यह समझाएं।
6. विषय का स्थिति से संबंध बनाएं और प्रश्न पूछें
7. विशिष्ट उदाहरण प्रस्तुत करें।
8. विषय से संबंधित प्रश्नों को पूछ कर छात्रों को अवसर देते हुए इसमें शामिल करें।
9. छात्रों के प्रश्नों का स्पष्टीकरण करें।
10. विषय का सारांश और मुख्य बिंदुओं के महत्व को समझाएं।



टी 2 : भूमिका निभाना

एक "रोल प्ले करें" अपने छात्रों को संचार चक्र के विभिन्न तत्वों के बारे में समझाएं। अपने छात्रों से प्रभावी संचार के छः महत्वपूर्ण सिद्धांतों के बारे में पूछें। जो निम्नलिखित हैं :

1. सूचना स्पष्ट संदेश के रूप में भेजनी चाहिए।
2. संदेश समय पर भेजना चाहिए।
3. संदेश पूरा होना चाहिए।
4. संदेश संक्षिप्त होना चाहिए।
5. संदेश तथ्यात्मक होना चाहिए।
6. संदेश शुद्ध होना चाहिए।

आप भूमिका निभाने का संचालन करने के लिए इस परिदृश्य का उपयोग कर सकते हैं

परिदृश्य

एबीसी कंपनी के सुरक्षा अधिकारी ने प्रवेश द्वार पर वाहन को रोककर पूछा, नमस्कार महोदय! क्या मैं आपकी मदद कर सकता हूँ?" श्री विक्रम के चालक ने उत्तर दिया, जी हां! विपणन विभाग के उपाध्यक्ष के साथ हमारी बैठक है"। सुरक्षा अधिकारी ने नम्रतापूर्वक उत्तर दिया, "कोई बात नहीं महोदय, कृपया कुछ समय के लिए अपना वाहन पार्किंग के बाईं ओर खड़ा करें और मैं देख लेता हूँ कि उपाध्यक्ष महोदय उपलब्ध हैं। श्री विक्रम ने उत्तर दिया, "धन्यवाद महोदय"।

टी 3 : अभ्यास सत्र

अपने छात्रों को संचार चक्र बनाने के लिए कहें और वे अपने छात्र पोर्टफोलियो के भाग के रूप में इसे जमा करें। छात्रों

संक्षेप प्रस्तुति (20 मिनट)

1. कक्षा में चर्चा करें कि गतिविधियों से छात्र क्या सीख रहे हैं।
2. आप इस तरह के प्रश्न पूछ सकते हैं जैसे
 - (i) संचार चक्र क्या है?
 - (ii) संचार चक्र के विभिन्न तत्व क्या हैं?
 - (iii) संचार चक्र को समझने में प्रभावी संचार क्यों महत्वपूर्ण है?

आकलन गतिविधियों के लिए जांच सूची

निम्नलिखित जांचसूची का उपयोग करते हुए देखें कि क्या आपके छात्र आकलन गतिविधि के लिए सभी आवश्यकताएं पूरी करते हैं:

भाग क

छात्र इनके बीच अंतर कर सकता है

- (क) प्रेषक और प्राप्तिकर्ता
- (ख) विचार और संदेश

भाग ख

छात्र निम्नलिखित प्रश्नों का उत्तर दे सकते हैं :

- (क) संचार चक्र क्या है?
- (ख) संचार चक्र के विभिन्न तत्व क्या हैं?
- (ग) प्रभावी संचार में संचार चक्र को समझना महत्वपूर्ण क्यों है?

भाग ग

छात्र सामान्य, तकनीकी, व्यावसायिक और संगठनात्मक ज्ञान प्रदर्शित करते हैं ताकि वे अपेक्षित मानकों का निष्पादन कर सकें। निष्पादन मानकों में यह शामिल हो सकता है किंतु यह इस तक सीमित नहीं है :

निष्पादन मानक	हां	नहीं
संचार तत्व के चक्रों की पहचान करें।		
संचार चक्र का चित्र बनाएं।		

सत्र 2 : प्रतिक्रिया प्रदान करना

संगत ज्ञान

प्रतिक्रिया से प्रेषक को उसके संचार की प्रभावशीलता का पता लगता है। जो व्यक्ति संचार कौशल में प्रशिक्षित नहीं हैं, वे बिना किसी अभिप्राय के प्रतिक्रिया देते हैं। जबकि, जो व्यक्ति संचार में प्रशिक्षित हैं, उनके लिए प्रतिक्रिया एक ऐसा साधन है जो सुनने और भेजने वाले के बीच संचार को प्रभावी बनाता है। प्रतिक्रिया देना और लेना ऐसे कौशल हैं जिन्हें सीखा जा सकता है। आइए प्रतिक्रिया की विशेषताओं पर विचार करें। प्रतिक्रिया की कुछ विशेषताएं इस प्रकार हैं :

- मूल्यांकन के स्थान पर वर्णनात्मक है : वर्णनात्मक प्रतिक्रिया व्यवहार बदलने की जरूरत का उल्लेख होता है, जबकि मूल्यांकन प्रतिक्रिया निर्णय लेती हैं, जो व्यवहार बदलने में मदद नहीं करती है।
- यह सामान्य के स्थान पर विशेष है : प्रतिक्रिया विशिष्ट रूप में होनी चाहिए जिससे ग्राही को उस क्षेत्र को पता लग सके जिसे संभालने की जरूरत है।
- यह बदलने योग्य व्यवहार की ओर निर्देशित है : व्यवहार के वैकल्पिक तरीकों को बताने वाली प्रतिक्रिया जो व्यक्तियों को चुनने और अपने व्यवहार में परिवर्तन लाने की सुविधा देती है। यह सुनिश्चित करती है कि व्यवहार हमेशा के लिए बदल गया है।
- यह अधिरोपित करने के स्थान पर मांगी जाती है : यह प्रतिक्रिया तब बहुत महत्वपूर्ण है जब ग्राही ने अपने आप प्रश्नों की तैयारी की है, जिनके उत्तर उसे देखने वाले लोग दे सकते हैं।
- यह सही समय पर दी जाती है : सामान्यतः, प्रतिक्रिया बहुत महत्वपूर्ण होती है यदि यह समय पर दी जाती है या सबसे पहले अवसर पर दी जाती है।
- स्पष्ट संचार सुनिश्चित करने के लिए जांच की जाती

हैं : यह जांचने के लिए कि ग्राही ने संदेश को स्पष्ट रूप से प्राप्त किया है, ग्राही से उस प्रतिक्रिया को दोबारा बोलने के लिए कहा जाता है जो उसे प्राप्त हुई है और देखा जाता है कि यह प्रेषक के मन की बात के संगत हैं।

छात्रों को आपको तीन पहलुओं को बताने की आवश्यकता है जो वे हमेशा रचनात्मक प्रतिक्रिया देने से पहले ध्यान में रखें।

- (i) तटस्थ और ईमानदार (तथ्यों पर कायम रहें) अवलोकन।
- (ii) वैकल्पिक प्रस्ताव या उदाहरण के साथ अपनी बात साबित करें।
- (iii) विकल्प से लाभ दर्शाएं।

इसी तरह, इसके अलावा आपको जोर देना चाहिए कि उन्हें प्रतिक्रिया प्राप्त करते समय उस प्रतिक्रिया के तीन पक्षों पर हमेशा विचार करना चाहिए।

- (i) ध्यानपूर्वक सुनें कि अन्य व्यक्ति क्या कह रहा है।
- (ii) यदि स्पष्टीकरण की आवश्यकता है तो प्रश्न पूछें।
- (iii) रक्षात्मक या भावनात्मक ना बनें।

1. सत्र विषय : प्रतिक्रिया देना
2. उद्देश्य : प्रतिक्रिया देने में छात्रों के ज्ञान, कौशल और क्षमताओं का विकास करना।
3. समग्री / उपकरण
आवश्यकताएं : चार्ट, स्केच पेन, रूलर्स, कंप्यूटर, स्लाइड, स्लाइड प्रस्तुतीकरण के लिए खुले स्रोत सॉफ्टवेयर, एलसीडी प्रोजेक्टर, कुर्सी।
4. तैयारियां
 - इस हस्तपुस्तिका के अंत में दी गई शब्दावली को पढ़ें
 - पारस्परिक व्याख्यान के बिंदु तैयार करें।
 - खेल के लिए पहले से आकृतियां तैयार करें।
5. शिक्षण/प्रशिक्षण विधि :

अवधि : 2 घण्टे

प्रक्रिया

1. विषय का परिचय।
2. छात्रों को व्याख्यान या प्रस्तुति का उद्देश्य बताकर एक शुरुआत करें।
3. कक्षा में विषय का परिचय दें और छात्रों को संगत ज्ञान प्रदान करें।
4. छात्रों को प्रतिक्रिया की विशेषताएं समझाएं।
5. प्रतिक्रिया देते समय विचार में लेने वाले पक्षों के उदाहरण दें।
6. प्रतिक्रिया लेते समय विचार में लेने वाले पक्षों के उदाहरण दें।
7. विषय का सारांश और मुख्य बिंदुओं के महत्व को समझाएं।
8. यह सुनिश्चित करें कि प्रत्येक छात्र प्रतिक्रिया का अर्थ समझता है।
9. विशिष्ट उदाहरण प्रस्तुत करें।
10. छात्रों को विषय से संबंधित प्रश्न पूछकर उन्हें शामिल होने का अवसर दें।
11. आप इस प्रकार के प्रश्न पूछ सकते हैं

(क) प्रतिक्रिया क्या है?

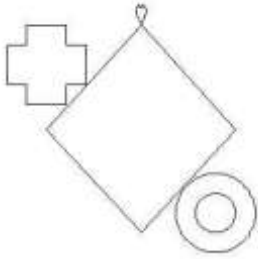
(ख) संचार में प्रतिक्रिया महत्वपूर्ण क्यों है?

टी 2 : खेल

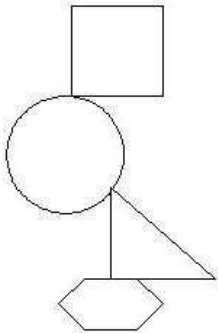
अवधि : 2 घण्टे

इस खेल को खेलने के लिए अपने छात्रों से कहें।

प्रक्रिया



चित्र 1



चित्र 2

स्पष्ट रूप से बोलें और बहुत जल्दी नहीं बोलें।

कुछ दूसरे तरीके से जानकारी दोहराएं

1. यह खेल जोड़े में खेला जाएगा। यह दो चक्रों में खेला जाएगा। इस खेल के लिए कमरे में रखी कुर्सियों को जोड़े में रखा जाएगा, प्रतिभागियों से कमरे में फैल कर खड़े होने के लिए कहा जाएगा। कुर्सियों को एक दूसरे के पीछे लगाएं, ताकि जब प्रतिभागी बैठें तो एक दूसरे के पीछे उनकी पीठ होगी।
2. जोड़े में, एक प्रतिभागी का नाम ए और दूसरे का बी अक्षर से रखा जाएगा। इस प्रशिक्षण खेल में सभी 'ए' वाले लोगों को कागज पर आकृति 1 दी जाती है। इस आकृति को आवश्यकता के अनुसार बदला जा सकता है। इस खेल में सभी 'बी' वाले लोगों को एक खाली कागज और पेन या पेंसिल दिए जाते हैं।
3. पहले दौर में 'ए' समूह से उम्मीद की जाती है कि वे अपने हाथों से इशारा करके 'बी' को बताएं ताकि वे उन्हें दिए गए कागज पर इसकी प्रति बना सकें। इस दौर में एक बाधा डाली जाती है।
4. 'बी' से कहा जाता है कि इस दौर को खेलते समय वह आपस में बात नहीं करें। उन्हें केवल सुनना और 'ए' द्वारा दिए गए अनुदेशों के अनुसार चित्र बनाना है।
5. सभी लोगों के दौर पूरे हो जाने पर 'बी' अपनी बनाई गई आकृति 'ए' को दिखाते हैं। ऐसा बहुत कम होता है कि आकृति सही बनाई जाए। 'बी' द्वारा बनाई गई तस्वीर पर थोड़ा हंसी मजाक होता है। खेल के दूसरे दौर में 'ए' को आकृति 2 बनाने के लिए दी जाती है।
6. इस बार 'बी' को बोलने का मौका दिया जाता है और 'ए' से पूछा जाता है कि क्या उन्हें कोई बात समझ में नहीं आई। अब वे अपना चित्र बनाकर 'बी' को दिखाते हैं।

संक्षेप प्रस्तुति

1. प्रश्नों का उपयोग करें (1) आपने किसी कमी या बाधाओं का सामना किया? और (2) क्या आप भागीदार से स्पष्टीकरण लेने के बाद बेहतर संचार कर पाए? संचार की विभिन्न संकल्पनाओं और सिद्धांतों को स्पष्ट कर पाए।
2. समूह से कहें कि जब वे भागीदारों से प्रतिक्रिया ले रहे थे तो उनके 'सुनने के कौशलों' में किस प्रकार सुधार दर्शाया गया।
3. इस तथ्य पर विचार करें कि प्रभावी संचार के लिए सुनने के कौशल और प्रतिक्रिया महत्वपूर्ण हैं।

टी 3 : भूमिका निभाना

अपने छात्रों को प्रतिक्रिया देने और लेने के विभिन्न पक्ष समझाने के लिए "भूमिका अभिनय" आयोजित करें। आप भूमिका निभाने के लिए निम्नलिखित परिदृश्य का उपयोग कर सकते हैं।

परिदृश्य

सुरक्षा पर्यवेक्षक ने सुरक्षा गार्ड (एस) द्वारा एक आगंतुक (वी) के साथ हुई बातचीत सुन ली थी जो इस प्रकार हुई :

एस : हां

वी : मुझे अपने दोस्त से मिलना है वे एक रिसेप्शनिस्ट हैं।

एस : उनका नाम क्या है?

वी : उनका नाम महेश है।

सुरक्षा गार्ड ने श्री महेश के उपलब्धता के बारे में जानने के लिए टेलीफोन पर नंबर लगाया।

एस : हां, आप जा सकते हैं।

आकलन गतिविधियों के लिए जांच सूची

निम्नलिखित जांचसूची का उपयोग करते हुए देखें कि क्या आपके छात्र आकलन गतिविधि के लिए सभी आवश्यकताएं पूरी करते हैं:

भाग क

छात्र इनके बीच अंतर कर सकता है

(क) प्रतिक्रिया की विशेषताएं

भाग ख

छात्र निम्नलिखित प्रश्नों का उत्तर दे सकते हैं :

(क) प्रतिक्रिया क्या है?

(ख) संचार में प्रतिक्रिया क्यों महत्वपूर्ण है?

भाग ग

छात्र सामान्य, तकनीकी, व्यावसायिक और संगठनात्मक ज्ञान प्रदर्शित करते हैं ताकि वे अपेक्षित मानकों का निष्पादन कर सकें। निष्पादन मानकों में यह शामिल हो सकता है किंतु यह इस तक सीमित नहीं है :

निष्पादन मानक	हां	नहीं
वर्णनात्मक प्रतिक्रिया प्रदान करने के लिए एक वाक्य रचना करें।		
विशिष्ट प्रतिक्रिया प्रदान करने के लिए एक वाक्य रचना करें।		

सत्र 3 : संचार की बाधाओं से उबरना

संगत ज्ञान

- पर्यावरण
- व्यवहार
- प्रणाली संकल्पना
- व्यक्तिगत भाषाई क्षमता
- दुर्बल प्रतिधारण
- ध्यान न देना
- भावनात्मक स्थिति

स्लाइड 1 : संचार को प्रभावित करने वाले कारक



संचार को प्रभावित करने वाले विभिन्न कारक जो न केवल प्रभावी संचार के लिए बाधाओं या निवारक के रूप में कार्य करते हैं बल्कि इन्हें व्यापक तौर पर पर्यावरण, व्यवहार, प्रणाली संकल्पना, व्यक्तिगत भाषाई क्षमता, दुर्बल प्रतिधारण, ध्यान न देने और भावनात्मक स्थिति के रूप में वर्गीकृत किया जा सकता है। आपको अपने छात्रों को उन कारकों के बारे में पढ़ाने की जरूरत है और उन्हें इन संभावित उपायों से परिचित कराना होगा जिन्हें वे इन बाधाओं से उबरने के लिए समाधानों के तौर पर अपना सकते हैं।

क. पर्यावरणीय कारक :

संचार को प्रभावित करने वाले पर्यावरणीय कारकों में शोर और दूरी जैसी भौतिक बाधाएं और संचार के उपकरणों की कमी शामिल हैं।

(i) शोर : शोर के कारण तनाव होता है, विशेषकर पृष्ठ भूमि में होने वाले शोर और बहुत अधिक प्रतिध्वनि सुनने की क्रिया में बहुत बाधक बनते हैं, खासतौर पर एकाग्रता की कमी वाले लोगों में। इसी प्रकार लाउड स्पीकर का उपयोग, जनरेटर या मशीनरी से उत्पन्न होने वाले शोर संचार में बाधा डालता है।

सुझाव : अपने विद्यार्थियों को समझाएं कि किसी प्रकार मौखिक संरचना वाले क्षेत्र में शोर को हटाने या साउंड प्रूफिंग से किस प्रकार संचार में सुधार आएगा।

आप विद्यार्थियों को स्टूडियो ले जा सकते हैं जहां दिखाया जा सकता है कि साउंड प्रूफिंग द्वारा किस प्रकार ध्वनि को अलग किया जाता है और शोर को रोका जाता है।

आप एक छात्र से व्याख्यान देने के लिए कहें और बाकी छात्रों से तेज आवाज में एक दूसरे से बात करने के लिए कहें। इसके दौरान आप प्रदर्शित करें कि जब अध्यापक कक्षा में व्याख्यान देते हैं तो शांति बनाए रखना कितना महत्वपूर्ण है।

आप शांति बनाए रखने के विशेष लाभ बता सकते हैं, उदाहरण के लिए इससे प्रभावी रूप से सुनने, ध्यान केंद्रित करने आदि में सहायता मिलती है।

(ii) **भौतिक रुकावटें :** भौतिक बाधाएं जैसे दूरी और संचार के लिए दोषपूर्ण उपकरणों का उपयोग संचार की प्रभावशीलता को प्रभावित करता है। खराब रोशनी, असुविधाजनक बैठने की जगह और अस्वच्छ कमरे भी संचार को प्रभावित करते हैं।



सुझाव : अपने विधार्थियों को समझाएं कि बाधाओं से उबरने के लिए टेलीफोन, फ़ैक्स मशीन और कंप्यूटर जैसे उपकरणों के उपयोग की विशेषज्ञता क्यों महत्वपूर्ण है। आप इस प्रकार भी प्रकाश डाल सकते हैं कि संचार में उपयोग से पहले उपकरण की जांच करनी चाहिए, ताकि अप्रिय स्थिति से बचा जा सके।

आप दर्शा सकते हैं कि कक्षा में कम रोशनी होने से देखने तथा ध्यान केंद्रित करने पर प्रभाव पड़ता है। आप अच्छी रोशनी का महत्व समझा सकते हैं। इसके लिए आप कुछ लाइटें बंद कर सकते हैं। आप असेंबली के दौरान श्रोताओं को संबोधित करने के लिए माइक्रो फोन के सही इस्तेमाल की जांच का प्रदर्शन भी कर सकते हैं।

ख. मनोवृत्ति संबंधी कारक

संचार को प्रभावित करने वाले मनोवृत्ति संबंधी कारकों में सांस्कृतिक बाध्यताएं, दूसरों की परेशानी के कारण डर, अस्वीकृति या उपहास जैसे कि “जब तक आप से बोलने के लिए नहीं कहा जाता तब तक नहीं बोलें”, अन्य व्यक्ति के प्रति जिम्मेदारी का एहसास, अनिवार्यताओं का दायरा (होना चाहिए) और अपनी छवि में गिरावट शामिल हैं।



सुझाव : अपने छात्रों को आप यह भी समझा सकते हैं कि व्यक्तित्व विकास प्रशिक्षण के सत्रों से उन्हें अपनी मनोवृत्ति संबंधी बाधाओं को दूर करने और संचार को प्रभावी बनाने वाली क्षमताओं

के विकास में किस प्रकार सहायता मिलती है।

ग. प्रणाली डिजाइन

(i) समय : कुछ कार्यों में समय संवेदनशील होता है और इसे टाला नहीं जा सकता। हालांकि इसके कारण कुछ अन्य प्रक्रियाओं को जल्दबाजी में पूरा किया जाता है और परिणामस्वरूप संचार में बाधा उत्पन्न हो सकती है। समय का दबाव संवाद करने की क्षमता को प्रभावित करता है।



सुझाव : अपने छात्रों को आप यह समझा सकते हैं कि संचार की प्रभावशीलता सुनिश्चित करने के लिए आप समय और गति का प्रबंधन किस प्रकार करें।

आप छात्रों से एक विशेष अवसर पर 5 मिनट का भाषण तैयार करने के लिए कहें, उदाहरण के लिए शिक्षक दिवस। छात्रों से एक के बाद एक भाषण देने के लिए कहें और सुझाएं कि उन्हें समय का प्रबंधन कैसे करना चाहिए। समझाएं कि दिए गए समय के अंदर प्रभावी रूप से किस प्रकार भाषण देना है।

(ii) सूचना अधिभार : एक व्यक्ति को बहुत सारी जानकारियां देने से उसे भ्रम, गलत व्याख्या या जानकारी के उपयोग न होने की स्थिति होती है।



सुझाव : अपने छात्रों को आप यह समझा सकते हैं कि सूचना के प्रवाह और दस्तावेज की सूचना का प्रबंधन किस प्रकार करना चाहिए। आप छात्रों को समझा सकते हैं कि यदि सूचना के प्रवाह को नियंत्रित नहीं किया जाता तो इसकी व्याख्या गलत हो सकती है और जानकारी खो सकती है। उन्हें प्रभावी फाइलिंग के कागज जमाने के सुझाव दें और फाइलों को आसानी से दस्तावेज दोबारा प्राप्त करने के लिए व्यवस्थित करना सिखाएं। कंप्यूटर में सूचना को फाइलों और डायरेक्टरी में भंडारित करने के लिए अपनाई गई प्रक्रिया का उदाहरण दें।



3. संगठनात्मक संरचना की जटिलताएं : संगठन में अधिक से अधिक पदानुक्रम (उदाहरण प्रबंधकीय स्तर की अधिक संख्या), होने से संचार की गलत व्याख्या या नष्ट हो जाने की अधिक संभावना होती है।

सुझाव : अपने छात्रों को आप यह समझा सकते हैं कि एक संगठन में पदानुक्रम क्या है और प्रशासन, लेखा, शिक्षा विभाग आदि में कार्यरत लोगों के बीच संचार किस प्रकार होता है। अपने छात्रों को अपने स्कूल के विभिन्न विभागों या आस पास के संस्थानों में ले जाएं और वहां अधिकारियों तथा कर्मचारियों से बातचीत करने के लिए कहें। वे संचार के मुद्दों के विषय में समझ सकेंगे। अपने छात्रों को समझाएं कि सूचना के व्यवस्थित रूप से चलने पर संचार में खराबी या संचार टूटने की समस्या में कमी आएगी।

घ. व्यक्तिगत भाषाई योग्यता

- (i) व्यक्तिगत विशेषताएं – व्यक्तिगत विशेषताओं में जैविक कारक शामिल हैं (बोलने का एक विकार जिसमें व्यक्ति ज के स्थान पर स की आवाज़ निकालता है जिसे सिबिलैंट व्यंजन कहते हैं) और भाषा में प्रवीणता जैसे शैक्षिक कारक। शब्दावली, व्याकरण आदि के ज्ञान के मामले में व्यक्तिगत मतभेद संचार प्रभावशीलता को प्रभावित करते हैं।
- (ii) अवधारणात्मक और भाषा के मतभेद : अवधारणा आमतौर पर प्रत्येक व्यक्ति के आसपास की दुनिया के बारे में उसकी व्याख्या का तरीका है। यदि संदेश के बारे में गलत धारणा होती है तो वहां संचार विकृति उत्पन्न होती है। अवधारणात्मक मतभेदों के कारण आने वाली बाधाओं को कम करने में मदद देकर संचार दोहराया और समझ को जांचा जा सकता है।



सुझाव :

अपने छात्रों को यह बताएं कि उनके लिए विभिन्न भाषाओं को पढ़ना क्यों आवश्यक है और वे विभिन्न भाषाएं कैसे सीख सकते हैं।

ड. गलत प्रतिधारणा

मानव स्मृति एक सीमा से बाहर काम नहीं कर सकती है। एक व्यक्ति हमेशा कही गई बातों को याद नहीं रख सकता है, खास तौर पर यदि उसकी दिलचस्पी नहीं है या उसका ध्यान नहीं है। इससे संचार में रुकावट आती है।

सुझाव : अपने विद्यार्थियों को आप यह समझा सकते हैं कि रिकॉर्ड रखने या उनके रखरखाव का क्या महत्व है। टिप्पणियों, लिखित संदेशों, ई-मेलों आदि का उपयोग करते हुए संचार की रुकावट से बचा जा सकता है। समझाएं कि किस प्रकार ई-मेल से तेजी से संचार होता है बल्कि इससे कागज और समय की बचत भी होती है। प्रदर्शित करें कि संचार में ई-मेल का उपयोग और भविष्य के संदर्भ के लिए ई-फाइल का रखरखाव कैसे किया जाए।

च. ध्यान नहीं देना

कई बार हम मन से सुनते नहीं हैं, बल्कि केवल ऊपरी तौर पर सुन लेते हैं, खास तौर पर अनेक महत्वपूर्ण चीजों का ख्याल रहता है। उदाहरण के लिए, यदि एक आगंतुक आपके पास आता है जब आप फोन पर बात कर रहे हैं, तो यह महत्वपूर्ण है कि आप फोन पर मौजूद व्यक्ति से क्षमा मांग लें, ताकि आप आगंतुक पर खासतौर से ध्यान दे सकें या आप आगंतुक से कुछ समय प्रतीक्षा करने का अनुरोध कर सकते हैं।

छ. भावनात्मक अवस्था

समय के एक विशेष बिंदु पर भावनात्मक अवस्था संचार को भी प्रभावित करती है। उदाहरण के लिए, यदि आप किसी भी कारण से परेशान हैं तो आप अपने आप को सही तरीके से व्यक्त नहीं कर पाएंगे, क्योंकि आपके मन की अवस्था स्थिर नहीं है।

सत्र योजना 3

1. सत्र विषय : संचार की बाधाओं से उबरना
2. सत्र उद्देश्य : संचार की बाधाओं से उबरने के लिए छात्रों के ज्ञान, कौशल और क्षमताओं का विकास
3. समग्री / उपकरण
आवश्यकताएं : चार्ट, स्केच पेन, रूलर्स, कंप्यूटर, स्लाइड, स्लाइड प्रस्तुतीकरण के लिए खुले स्रोत सॉफ्टवेयर, एलसीडी प्रोजेक्टर।
4. तैयारियां
 - इस हस्तपुस्तिका के अंत में दी गई शब्दावली को पढ़ें
5. शिक्षण/प्रशिक्षण विधि :

टी 1 : पारस्परिक व्याख्यान

अवधि : 2 घंटे

प्रक्रिया

1. व्याख्यान के लिए बिंदुओं की तैयारी करें।
2. विषय का परिचय दें।
3. छात्रों को व्याख्यान या प्रस्तुति का उद्देश्य बताकर एक शुरुआत करें।
4. कक्षा में विषय का परिचय दें और छात्रों को संगत ज्ञान प्रदान करें।
5. छात्रों को संचार में विभिन्न प्रकार की बाधाओं के बारे में समझाएं।
6. संचार में बाधाओं के उदाहरण दें।
7. संचार में आने वाली बाधाओं से उबरने के लिए अपनाई जाने वाली कार्यनीतियों के उदाहरण दें।
8. विषय का सारांश और मुख्य बिंदुओं के महत्व को समझाएं।

टी2 : चर्चा

अवधि : 1 घंटे

प्रक्रिया

1. चर्चा करें कि खेल के मैदान, कार्य स्टेशन, कार्यालय के सामने वाले हिस्से, कैफेटेरिया आदि जैसे स्थानों पर प्रभावी संचार में शोर किस प्रकार बाधा उत्पन्न करता है।
2. चर्चा करें कि संचार की भौतिक रुकावटों जैसे दूरी और दोषपूर्ण उपकरणों का उपयोग करने से संचार की प्रभावशीलता पर किस प्रकार असर पड़ता है।
3. चर्चा करें कि "जब तक आपसे कहा न जाए तब तक नहीं बोलें" जैसे वक्तव्य और अन्य लोगों को नाराज कर देने, अस्वीकार या उपहास का डर संचार में बाधा के रूप में कार्य करते हैं।
4. चर्चा करें कि व्यक्ति की विशेषताएं और मानसिक अवस्था संचार पर किस प्रकार प्रभाव डालते हैं।
5. संचार की बाधाओं के विभिन्न समाधानों पर चर्चा करें। उदाहरण के लिए बैठक के दौरान श्रोताओं से अपने मोबाइल



फोन साइलेंट / मीटिंग मोड में रखने के लिए कहें।

6. छात्रों को वास्तविक जीवन के अनेक प्रकरण अध्ययन बताएं ताकि छात्र अपने आप को परिस्थिति से जोड़ सकें।

सुझाव : अपने छात्रों को आप यह कह सकते हैं कि वे प्रभावी संचार को प्रभावित करने वाली विभिन्न प्रकार की बाधाओं पर एक संक्षिप्त टिप्पणी (अधिक से अधिक 25 शब्द) लिखें

आकलन गतिविधियों के लिए जांच सूची

निम्नलिखित जांचसूची का उपयोग करते हुए देखें कि क्या आपके छात्र आकलन गतिविधि के लिए सभी आवश्यकताएं पूरी करते हैं:

भाग क

छात्र इनके बीच अंतर कर सकता है

(क) बाधाओं के प्रकार

भाग ख

छात्र निम्नलिखित प्रश्नों का उत्तर दे सकते हैं :

(क) प्रभावी संचार में विभिन्न प्रकार की बाधाओं को कैसे दूर किया जा सकता है?

भाग ग

छात्र सामान्य, तकनीकी, व्यावसायिक और संगठनात्मक ज्ञान प्रदर्शित करते हैं ताकि वे अपेक्षित मानकों का निष्पादन कर सकें। निष्पादन मानकों में यह शामिल हो सकता है किंतु यह इस तक सीमित नहीं है :

निष्पादन मानक	हां	नहीं
कार्यस्थल में संचार की विभिन्न बाधाओं की सूची को संकलित करना।		

सत्र 4 : संचार के सिद्धांत लागू करना

संगत ज्ञान

प्रभावी संचार के सिद्धांतों को 7 श्रेणियों में बांटा जा सकता है, जो लिखित और मौखिक दोनों प्रकार के संचार पर लागू होते हैं। ये इस प्रकार हैं :

1. पूर्णता— संचार पूरा होना चाहिए। ग्राही को सभी तथ्यों की जानकारी देनी चाहिए। एक संपूर्ण संचार की निम्नलिखित विशेषताएं हैं :
 - संदेश में से कोई महत्वपूर्ण जानकारी अनुपस्थित नहीं है।
 - इससे अतिरिक्त सूचना दी जाती है, जहां आवश्यक हों।
 - इससे ग्राही के दिमाग में कोई प्रश्न शेष नहीं होना चाहिए।
 - यह ग्राही को विश्वास दिलाती है।
2. संक्षिप्तता – संक्षिप्तता या छोटे रूप में बनाने का अर्थ है कि संचार की अन्य श्रेणियों को जाने बिना न्यूनतम शब्दों द्वारा संचार किया जाना चाहिए। इससे समय और लागत की बचत होती है।
 - यह मुख्य संदेश को उभार कर सामने लाता है।
 - यह ग्राही को अधिक प्रभावित करता है।
3. ध्यान देना – ध्यान देने का अर्थ है श्रोत के विचार बिंदु, पृष्ठ भूमि, सोच, शिक्षा के स्तर, उनकी विशिष्ट आवश्यकताओं, भावनाओं आदि को ध्यान में रखकर उनके साथ संचार करना।
4. स्पष्टता – स्पष्टता का अर्थ है एक विशेष संदेश या लक्ष्य पर एक बार में बल देना, बजाए इसके कि एक ही बार में कार्य पूरा किया जाए। स्पष्ट संदेश में शुद्ध, उपयुक्त और ठोस शब्दों का उपयोग किया जाता है। स्पष्टता से सुनिश्चित होता है कि संचार सरल और सुगम है।

पुरुष मूल के शब्दों का उपयोग नहीं करें	
लिंग वादी	अलिंग वादी
अध्यक्ष	सभापति
कैमरामैन	कैमरा ऑपरेटर
कॉन्ग्रेसी	कॉन्ग्रेस के सदस्य
व्यवसायी	व्यावसायिक कार्यकारी
पुलिसकर्मी	पुलिस अधिकारी
जनशक्ति	कार्मिक

5. ठोस – ठोस संचार का अर्थ है सामान्य के स्थान पर विशेष रूप से बताना। ठोस संदेश की निम्नलिखित विशेषताएं हैं :
 - यह विशिष्ट तथ्यों और आंकड़ों के साथ समर्थन करता है।
 - इसमें स्पष्ट शब्दों का उपयोग किया जाता है जो प्रामाणिकता रखते हैं।
6. शिष्टाचार – संदेश में शिष्टाचार होने का अर्थ है कि संदेश में प्रेषक की ओर से अभिव्यक्ति और ग्राही के प्रति आदर दर्शाया जाना चाहिए। शिष्ट संदेश की निम्नलिखित विशेषताएं हैं :
 - इसमें संदेश के ग्राही के शब्दों और अनुभूतियों का उपयोग किया जाता है।
 - यह सकारात्मक और श्रोताओं पर केंद्रित होता है।
 - इसमें किसी के प्रति झुकाव नहीं होता।
7. शुद्धता – संचार में शुद्धता का अर्थ है कि संचार में व्याकरण की कोई गलती नहीं होनी चाहिए। शुद्ध संचार की निम्नलिखित विशेषताएं हैं :
 - संदेश उपयुक्त, शुद्ध और सही समय पर दिया गया है।
 - इसमें उपयुक्त और सही भाषा का उपयोग किया गया है।

सत्र योजना 4

1. सत्र विषय : संचार के सिद्धांतों को लागू करना
2. सत्र उद्देश्य : संचार के सिद्धांतों को लागू करने के लिए छात्रों के ज्ञान, कौशल और क्षमताओं का विकास
3. समग्री / उपकरण
आवश्यकताएं : चार्ट, स्केच पेन, रूलर्स, कंप्यूटर, स्लाइड, स्लाइड प्रस्तुतीकरण के लिए खुले स्रोत सॉफ्टवेयर, एलसीडी प्रोजेक्टर।
4. तैयारियां
 - इस हस्तपुस्तिका के अंत में दी गई शब्दावली को पढ़ें
 - खेल खेलने के लिए अनिवार्य व्यवस्थाएं पहले से करें।
5. शिक्षण / प्रशिक्षण विधि :

टी 1 : भूमिका निभाना

सुरक्षा से संबंधित विभिन्न परिदृश्यों में संचार के सिद्धांतों का अनुप्रयोग समझाने के लिए भूमिका अभिनय आयोजित करें। इसके वाक्यों में निम्नलिखित शामिल हो सकते हैं :

- (i) यह कार्यक्रम 16 दिसंबर, 2013 को सोमवार 6.30 बजे है।
- (ii) मैं अपने अंतःकरण के खिलाफ कार्य नहीं कर सकता।
- (iii) मैं हर स्त्री/पुरुष से बहुत अच्छा करने की उम्मीद करता हूँ।
- (iv) आपका कार्यालय समय पर पहुंचना अति आवश्यक है
- (v) कार्य पूरा करें और पर्यवेक्षक को रिपोर्ट करें
- (vi) मैं रिपोर्ट लिखूंगा और आपके पास जमा करूंगा।

टी 2 : खेल

तैयारियां (20 मिनट)

यह खेल जोड़ों में खेला जाता है, जिसमें एक विधार्थी प्रेक्षक है। कक्षा को दो-दो विधार्थियों के समूहों में बांटें। प्रत्येक समूह में एक विधार्थी को प्रेक्षक बनाएं। प्रेक्षक समूह के विधार्थियों द्वारा दिए गए उत्तर दर्ज करेगा।

प्रक्रिया (1 घंटे 10 मिनट)

1. विधार्थियों के प्रत्येक समूह से अपने स्कूल के परिसर का समूह चार्ट बनाने के लिए कहें। उन्हें खास तौर पर स्कूल के प्रवेश और निर्गत बिंदु दर्शाने होंगे। यह कार्य समूह में किया जाए।
2. प्रेक्षक अपने अवलोकन दर्ज करेगा।
3. आधा घंटा पूरा होने पर चार्ट बनाना रोक दिया जाए।

प्रेक्षक से उम्मीद की जाती है कि वह पूरी कक्षा पर उनके समूह के अवलोकनों की रिपोर्ट दें। समूह प्रेक्षक से संचार के सिद्धांतों के आधार पर अपनी रिपोर्ट पर प्रतिक्रिया प्राप्त करें।

आकलन गतिविधियों के लिए जांच सूची

निम्नलिखित जांचसूची का उपयोग करते हुए देखें कि क्या आपके छात्र आकलन गतिविधि के लिए सभी आवश्यकताएं पूरी करते हैं:

भाग क

छात्र इनके बीच अंतर कर सकता है

(क) प्रभावी संचार के सिद्धांत

भाग ख

छात्र निम्नलिखित प्रश्नों का उत्तर दे सकते हैं :

(क) संचार को प्रभावी बनाने वाले विभिन्न सिद्धांतों को कैसे लागू करें?

(ख) शुद्धता और स्पष्टता के बीच क्या अंतर है?

भाग ग

छात्र सामान्य, तकनीकी, व्यावसायिक और संगठनात्मक ज्ञान प्रदर्शित करते हैं ताकि वे अपेक्षित मानकों का निष्पादन कर सकें। निष्पादन मानकों में यह शामिल हो सकता है किंतु यह इस तक सीमित नहीं है :

निष्पादन मानक	हां	नहीं
एक ऐसा वाक्य बनाएं जिससे ग्राही के लिए आवश्यक सभी तथ्य बताए जा सकें।		
एक ऐसा वाक्य बनाएं जिससे एक विशिष्ट संदेश मिले।		
ऐसे तरीके से अभिव्यक्त करें जिससे संदेश पाने वाले के प्रति आदर दर्शाया जाए।		

सत्र 5 : मौखिक और गैर मौखिक संचार के तत्व लागू करना

संगत ज्ञान

मौखिक संचार

भाषा स्पष्ट, विशिष्ट, शुद्ध तथा श्रोताओं से उपयुक्त तथा प्रयोजन के अनुकूल होनी चाहिए।

संचार के माध्यम से संचार का प्रकार तय होता है। संचार में प्रयुक्त माध्यम के आधार पर संचार के प्रक्रिया मोटे तौर पर मौखिक संचार और अमौखिक संचार में बांटी जा सकती है।

मौखिक संचार में लिखना और मौखिक संचार शामिल है, जबकि गैर-मौखिक संचार में शारीरिक भाषा, चेहरे के हाव भाव और तस्वीरें शामिल हैं। इस प्रकार, इस प्रकार संचार की दो विधियां हैं मौखिक संचार (बोलकर और लिखित) और अमौखिक संचार (शारीरिक भाषा, चेहरे के हाव भाव और तस्वीरों द्वारा, सांकेतिक संचार)।

मौखिक संचार इसमें संचार के माध्यम के रूप में शब्दों का उपयोग किया जाता है। एक प्रभावी मौखिक संचार द्वि मार्गी प्रक्रिया है जिसमें बोलना और सुनना होना चाहिए। आमतौर पर मौखिक संचार एक से दूसरे की विधि या एक से दूसरे के मेलजोल में किया जाता है। मौखिक संचार में शुद्धता, संक्षिप्तता और स्पष्टता बनाए रखना बहुत महत्वपूर्ण है। प्रेषक को यह भी सुनिश्चित करना चाहिए कि वह उपकरण (चैनल) में स्पष्ट रूप से बोलता है और अपने शब्दों के चयन के माध्यम से आदर प्रेषित करता है। आरएसटीपी¹; त्ज्द्ध स्पष्ट रूप से बोलने के लिए एक उपयोगी मार्गदर्शिका है।

आर R (Rhythm) – तालमेल – बोलते समय तालमेल बनाए रखना प्रभावी संचार के लिए महत्वपूर्ण है। बोलने में रुकावट होने से वक्ता को अपने अगले विचार के बारे में सोचने का अवसर मिलता है और साथ ही श्रोता को जानकारी समझने के लिए पर्याप्त समय मिल जाता है।

एस S (Speech) – वाणी – यह श्रोताओं के सामने औपचारिक रूप से संचार बोलने का औपचारिक तरीका है।

¹ http://www.ehow.com/info_8594284_elements-rhythmspeech.html#ixzz1oWhLze9L

टी **T (Tone)** – टोन – यह आवाज़ की गुणवत्ता है जो अनुभूति या अर्थ में बदलाव प्रदर्शित करती है। एक समान टोन में बोलने से संकेत मिलता है कि वक्ता निराश हो चुका है।

पी च ;च्यजबीद्ध – पिच – पिच मानव के गले के स्वर यंत्र में कंपनों के कारण उत्पन्न होता है। स्वर यंत्र के तनाव में होने वाले बदलाव से पिच में अंतर हो सकता है। आमतौर पर, पुरुष की तुलना में महिलाओं की आवाज़ का पिच ऊंचा होता है।

लिखित संचार कौशल यह लिखित विधि द्वारा व्यक्त करने की व्यक्ति की संचार है। प्रभावी लिखित संचार के महत्वपूर्ण कौशल हैं :

- शुद्ध और स्पष्ट लिखें, सभी आवश्यक जानकारियां दी जाएं।
- लिखित संचार की अनुमोदित शैलियों और प्रारूपों का उपयोग करें।

प्रभावी लेखन में शब्दों का सावधानी से चयन, वाक्यों में इनका सही क्रम में विन्यास और वाक्यों की एक व्यापक संरचना तैयार करना शामिल है।

अमौखिक संचार : यह ऐसा संचार है जिसमें शरीर के अंगों का इस्तेमाल होता है। इसमें चेहरे के भाव, आवाज़ की टोन, स्पर्श की अनुभूति, गंध की अनुभूति और शारीरिक हाव भाव शामिल हैं। अमौखिक संचार या शारीरिक हाव भाव के महत्वपूर्ण पक्षों को समझकर आप लोगों को अच्छी तरह समझना सीख सकते हैं। आरगाइल और उनके सहयोगियों ने सूचना प्रेषित करने वाले अमौखिक संचार की विशेषताओं का अध्ययन किया है।

शारीरिक हाव भाव

शारीरिक हाव भाव और व्यवहार में निम्नलिखित विभिन्न पक्ष शामिल हैं :

- आंखों से संपर्क
- चेहरे के हाव भाव
- पूरे शरीर की मुद्रा
- हाथ की मुद्रा
- चीजों से खेलना
- चारों ओर इस प्रकार देखना कि कोई चीज टूटना है
- उद्देश्य के साथ / बिना चलना
- क्रोध का प्रदर्शन करने वाले कार्य
- भ्रम का प्रदर्शन करने वाले कार्य
- एक व्यक्ति को आराम या आरामदायक महसूस होना।

उनकी प्राप्तियों का सारांश निम्नानुसार है :

(क) स्थिर विशेषताएं

1. दूरी : दूरी अमौखिक संदेशों को संप्रेषित करने का एक तरीका है। कुछ संस्कृतियों में यह आकर्षण का संकेत है, जबकि अन्य में यह दर्जा या गर्म जोशी या एहसास की गहराई दर्शाता है। भारत में सामने वाले व्यक्ति से संचार करते समय एक फुट की दूरी बनाए रखना आदर सूचक है।
2. अभिविन्यास : लोग अपने आप को विभिन्न तरीकों से दर्शाते हैं : आमने सामने, अगल बगल, या एक दूसरे की पीठ की ओर। उदाहरण के लिए, आपस में सहयोग करने वाले लोग अगल बगल होते हैं जबकि प्रतियोगी आमतौर पर एक दूसरे के सामने होते हैं। सुरक्षा के क्षेत्र में आमने सामने का अभिविन्यास सामान्य है।
3. मुद्रा : आपकी मुद्रा संदेश देती है। उदाहरण के लिए यदि आप एक कुर्सी पर पैर एक दूसरे पर रखकर या हाथ मोड़कर बैठते हैं तो यह संचार के आदान प्रदान में आपके विश्राम को दर्शाने वाली मुद्रा है। ड्यूटी पर तैनात एक सुरक्षा अधिकारी के लिए दो स्वीकृति मुद्राएं हैं – सावधान और विश्राम।
4. हाथों या भुजाओं से इशारा : हाथ मिलना, छूना, पकड़ना, गले लगाना या पीठ थपथपाना, ये सभी संदेश देते हैं। ये सभी आत्मीयता के तत्व दर्शाते हैं। उदाहरण के लिए यदि लोगों को परिसर से बाहर छोड़ने जाते हैं तो उनके शारीरिक संपर्क में उस क्षेत्र से बाहर जाने के संदेश को प्रबलित करने के लिए हाथ या कंधे को स्पर्श करना शामिल है।

(ख) गतिशील विशेषताएं

1. चेहरे के हाव भाव : एक मुस्कराहट, त्योंरी चढ़ाना, आंखों की

भंवें उठाना, उबासी लेना और मजाक उड़ाना, ये सभी सूचना प्रेषित करते हैं। मेलजोल के दौरान चेहरे की अभिव्यक्तियां निरंतर की जाती हैं और इन्हें सामने वाला व्यक्ति निरंतर देखता रहता है। इसी प्रकार मुस्कुराने को आनंद दायक और मददगार माना जाता है। तयौरी चढ़ाने का अर्थ है भ्रम और कई बार गुस्सा। उठी हुई भंवों, उबासी और मजाक उड़ाने को पूरी तरह अस्वीकृत शारीरिक हाव भाव माना जाता है, क्योंकि ये गुस्सा या उपेक्षा दर्शाते हैं।

2. हाव भाव : इसे सबसे अधिक संख्या में देख जाता है, किंतु सबसे कम समझा गया संकेत हाथों की गति है। अधिकांश लोग बात करते समय हाथों को हिलाते हैं।
3. देखना : सामाजिक संचार की एक प्रमुख विशेषता आंखों का संपर्क है। संपर्क की संख्या से दिलचस्पी या नीरसता का पता चलता है। उदाहरण के लिए सुरक्षा अधिकारी को आने वाले व्यक्ति की आंखों में सीधे देखना चाहिए, जबकि यह मित्रता पूर्वक और मीठे तरीके से होना चाहिए।

चित्रात्मक संचार इसमें संकेतों से संचार करना शामिल है जैसे यातायात के संकेत, 21 तोपों की सलामी, होर्न, साइरन आदि। उदाहरण के लिए यू-टर्न का संकेत आपको यू के आकार में घूमने के लिए कहता है और सड़क पार करने वाले व्यक्ति के संकेत से पता लगता है कि आप यहां से सड़क पार कर सकते हैं।

प्रतीकात्मक संचार इसका उपयोग संकेतों द्वारा धार्मिक स्थल, स्कूल, स्थिति, जुड़ाव, संचार युक्तियों आदि को दर्शाने में किया जाता है।

सत्र योजना 5

1. सत्र विषय : मौखिक और गैर मौखिक संचार के तत्वों को लागू करना
2. सत्र उद्देश्य : मौखिक और गैर मौखिक संचार के तत्वों को लागू करने के लिए छात्रों के ज्ञान, कौशल और क्षमताओं का विकास
3. समग्री / उपकरण
आवश्यकताएं : चार्ट, स्केच पेन, रूलर्स, कंप्यूटर, स्लाइड, स्लाइड प्रस्तुतीकरण के लिए खुले स्रोत सॉफ्टवेयर, एलसीडी प्रोजेक्टर।
4. तैयारियां
○ इस हस्तपुस्तिका के अंत में दी गई शब्दावली को पढ़ें
5. शिक्षण/प्रशिक्षण विधि :

टी 1 : गतिविधि

अवधि

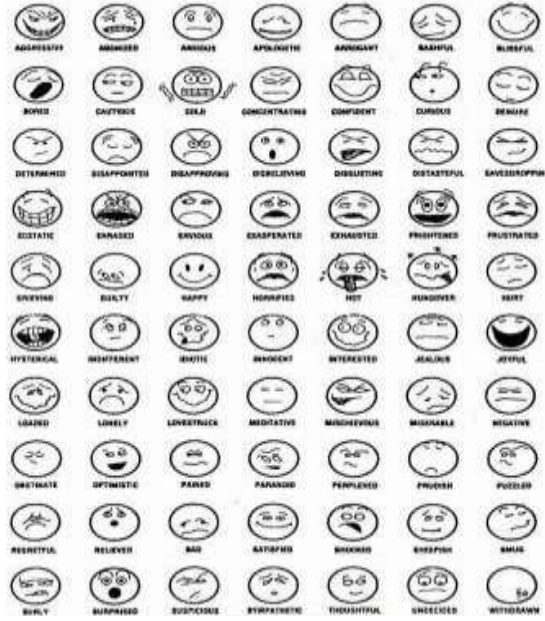
प्रक्रिया

छात्रों को जोड़ों में व्यवस्थित करें और प्रदर्शित करें कि संचार के विभिन्न उपकरण का उपयोग कैसे करना है। पहले दौर में जोड़े में से एक व्यक्ति दूसरे को अनुदेश देता है जबकि दूसरा व्यक्ति अनुदेशों का पालन करता है। दूसरे दौर में भूमिकाएं बदल जाती हैं। छात्रों से संचार उपकरण के प्रचालन मैनुअल को अपने भागीदार से साथ मिलकर पढ़ने के लिए कहें। जबकि जोड़े में से एक व्यक्ति मैनुअल को पढ़े तथा दूसरा जोड़ा अभी पढ़ी गई बात का भौतिक प्रदर्शन करे।

टी 2 : खेल

फिश बाउल गतिविधि

- (i) कक्षा से 10 लोगों को चुनें।
- (ii) यह समूह मध्य में एक गोला बनाकर बैठेगा।
- (iii) कक्षा के बाकी लोग बाहरी गोला बनाएंगे।
- (iv) अंदरूनी गोला फिश बाउल है और उन्हें एक दिलचस्प विषय पर चर्चा करने के लिए कहा जाएगा – जैसे क्रिकेट का खेल (10 मिनट के लिए)।
- (v) बाहरी गोले को इमोटिकॉन के एक सेट की प्रति दें। इमोटिकॉन की शीट की एक प्रति यहां आपके संदर्भ हेतु दी गई है। उन्हें विषय की चर्चा के दौरान अपने मित्र के चेहरे के भावों को पहचानने के लिए इस शीट का उपयोग करना है (एक व्यक्ति से अधिक से अधिक दो लोगों को देखने के लिए कहा जाए)।
- (vi) 10 मिनट के अंत में चर्चा रोक दी जाए और बाहरी गोले के लोग अपने दोस्तों के चेहरों की रिपोर्ट दें जो उनके चेहरे के भाव से सबसे नजदीक थीं।



टी 3 : भूमिका निभाना

अपने छात्रों को प्रतिक्रिया देने और पाने के विभिन्न पक्ष समझाने के लिए “भूमिका निभाने” का आयोजन करें। आमतौर पर निम्नलिखित अभिव्यक्ति विभिन्न परिस्थिति में इस्तेमाल की जाती है जिसे अहसासों के संचार में इस्तेमाल किया जा सकता है।

- अतिथियों का स्वागत : नमस्कार, नमस्ते।
- आभार अभिव्यक्ति करना : धन्यवाद, मैं आप द्वारा की गई सहायता के लिए हृदय से धन्यवाद देता हूँ, मैं आपके प्रति आभारी हूँ।
- प्रश्नों के उत्तर : “हां श्री / सुश्री अपने कमरे में हैं या नहीं श्री / सुश्री अपने कमरे में नहीं हैं।”
- सुरक्षा संबंधित समस्याओं और शिकायतों से निपटाना : सर / मैडम आपकी क्या समस्या है? या क्या मैं आपकी समस्या सुलझाने के लिए कुछ कर सकता हूँ।

जोड़ों में छात्र कुछ अलग तरह से बात करते हुए टोन को बदलकर वाक्य बना सकते हैं और भिन्न शब्दों पर जो दे सकते हैं।

आकलन गतिविधियों के लिए जांच सूची

निम्नलिखित जांचसूची का उपयोग करते हुए देखें कि क्या आपके छात्र आकलन गतिविधि के लिए सभी आवश्यकताएं पूरी करते हैं:

भाग क

छात्र इनके बीच अंतर कर सकता है

(क) संचार के रूप

भाग ख

छात्र निम्नलिखित प्रश्नों का उत्तर दे सकते हैं :

(क) मौखिक संचार करते समय किन महत्वपूर्ण पक्षों को ध्यान में रखने की आवश्यकता है?

(ख) अमौखिक संचार करते समय किन महत्वपूर्ण पक्षों को ध्यान में रखने की आवश्यकता है?

भाग ग

छात्र सामान्य, तकनीकी, व्यावसायिक और संगठनात्मक ज्ञान प्रदर्शित करते हैं ताकि वे अपेक्षित मानकों का निष्पादन कर सकें। निष्पादन मानकों में यह शामिल हो सकता है किंतु यह इस तक सीमित नहीं है :

निष्पादन मानक	हां	नहीं
मौखिक संचार की विधियां पहचानें		
अमौखिक संचार की विधियां पहचानें		
टोन और पिच में विभिन्नता के साथ भाषण दें।		
दिन के समय को ध्यान में रखते हुए विनम्रता सहित और उपयुक्त तरीके से अभिवादन करें।		
अमौखिक संचार की स्थिर विशेषताओं की सूची बनाएं।		
अमौखिक संचार की गतिशील विशेषताओं की सूची बनाएं।		



आराम हंसी और खुशी हंसना



गुस्सा नफरत तेवर



उदासीन उदास कोमल

सत्र 6 : संचार उपकरण और चैनलों का उपयोग

संगत ज्ञान

दूरी के कारण संचार की बाधाओं से उबरने में लोगों को सहायता देने के लिए अनेक प्रकार की इलेक्ट्रॉनिक युक्तियां उपलब्ध हैं। इनमें टेलीफोन, मोबाइल, बेतार सेट, वॉकी टॉकी आदि शामिल हैं, जिनका उपयोग संदेश भेजने और प्राप्त करने में किया जाता है।

- (i) टेलीफोन : टेलीफोन दूर संचार की युक्ति है जो ध्वनि भेजती और प्राप्त करती है। सभी आधुनिक टेलीफोनों में बोलने के लिए एक माइक्रोफोन, दूरी पर बैठे व्यक्ति को यह आवाज़ पुनः सुनाने के लिए एक इयर फोन, कॉल आने पर व्यक्ति को सचेत करने के लिए रिंगर की ध्वनि तथा टेलीफोन नंबर डायल करने के लिए एक की-पैड होते हैं।
- (ii) मोबाइल फोन : मोबाइल फोन (जिसे सैल फोन भी कहते हैं) एक ऐसा साधन है जिससे किसी भी भौगोलिक क्षेत्र में रहते हुए एक रेडियो संपर्क के माध्यम से की और प्राप्त की जा सकती है। मोबाइल फोन में अनेक प्रकार की अन्य सेवाएं भी प्रदान की जाती हैं, जिसमें पाठ संदेश, जिसे संक्षिप्त संदेश सेवा (एसएमएस), इलेक्ट्रॉनिक मेल (ई-मेल), और शॉर्टरेंज बेतार संचार (इंफ्रारेड, ब्लूटूथ) शामिल हैं।
- (iii) इलेक्ट्रॉनिक निजी स्वचालित शाखा केंद्र (ईपीएबीएक्स) प्रणाली : यह एक परिसर में आस पास रहने वाले विभिन्न व्यक्तियों को टेलीफोन कॉल से जोड़ने में प्रयुक्त होने वाला उपकरण है, जो एक संगठन या एक आवासीय कॉलोनी का हो सकता है, इसमें कॉल करने वाले व्यक्ति के दावों की प्रामाणिकता की पुष्टि और निवासियों / अधिकारियों की उपलब्धता जांचने की सुविधा होती है। ईपीएबीएक्स द्वारा बाहरी टेलीफोन लाइन से भी संपर्क किया जा सकता है।



ट्रांसमीटर

प्राप्त करने वाला

(iv) वॉकी-टॉकी

वॉकी-टॉकी हाथ में पकड़ने योग्य, लाने-ले जाने योग्य द्विमार्गी रेडियो ट्रांसमीटर है। प्रारूपिक वॉकी-टॉकी टेलीफोन हैंडसेट के समान होता है, जिसमें ऊपर एक एंटीना लगा होता है। एक वॉकी टॉकी में निम्नलिखित भाग होते हैं :

- ट्रांसमीटर – यह आपकी आवाज़ को रेडियो तरंगों में बदलने के बाद अन्य वॉकी-टॉकी उपकरणों में भेजता है।
- रिसीवर – यह ट्रांसमीटर द्वारा भेजी गई रेडियो तरंगों प्राप्त करता है।
- स्पीकर – यह रिसीवर में प्राप्त ध्वनि को प्रवर्धित करता है।
- माइक्रोफोन – इस भाग से आपकी आवाज़ प्राप्त की जाती है और इसे विद्युत संकेतों में बदला जाता है।
- क्रिस्टल – क्रिस्टल को चैनल भी कहते हैं। यह संचार में प्रयुक्त आवृत्ति तय करता है।
- बैटरियां – आमतौर पर बिजली की आपूर्ति बैटरी से की जाती है

वॉकी-टॉकी सुरक्षा क्षेत्र, व्यापार, जन सुरक्षा, हवाई अड्डा और सेनाओं सहित किसी ऐसी व्यवस्था में व्यापक तौर पर इस्तेमाल की जाती है जहां चलते फिरते रेडियो संचार अनिवार्य हैं।

(v) फ़ैक्स मशीन

फ़ैक्स (फ़ेसिमाइल के लिए संक्षिप्त शब्द) एक फ़ैक्स मशीन से दूसरी फ़ैक्स मशीन से टेलीफोन लाइन के माध्यम से स्कैन किए गए मुद्रित कागजों (पाठ और चित्र दोनों) को टेलीफोन संप्रेषण द्वारा भेजना है। मूल दस्तावेज को फ़ैक्स मशीन द्वारा स्कैन किया जाता है, जो सामग्री (पाठ और चित्र दोनों) को ग्रहण करता है और इसे एकल नियत ग्राफीय चित्र के रूप में एक बिट मैप इमेज में बदल देता है। तब इसे टेलीफोन प्रणाली के माध्यम से विद्युत संकेत के रूप में भेजा जाता है। प्राप्त करने वाली फ़ैक्स मशीन इस कोड वाली इमेज को कागज की प्रति के रूप में प्रिंट कर देती है।

(vi) ग्लोबल पोजिशनिंग नेविगेशन युक्ति प्रणाली – ऐसी कोई मशीन जो पृथ्वी पर मशीन की स्थिति तय करने के लिए ग्लोबल पोजिशनिंग प्रणाली (जीपीएस) के संकेत प्राप्त करती है। जीपीसी मशीनों का उपयोग सेना, उड्डयन, समुद्री परिवहन और उपभोक्ता उत्पाद अनुप्रयोगों में किया जाता है। अब इसे टैक्सी

के आवागमन का नियमन करने में बड़े पैमाने पर इस्तेमाल किया जा रहा है।

(vii) कंप्यूटर : कंप्यूटर प्रोग्राम करने योग्य एक मशीन है जो वांछित प्रारूप में सार्थक परिणाम पाने के लिए गणित और तर्क के प्रचालनों का उपयोग करती है। एक कंप्यूटर प्रणाली में हार्ड वेयर और सॉफ्ट वेयर शामिल होते हैं। कंप्यूटर अब महत्वपूर्ण बन गया है और यह संचार के माध्यम के रूप में तेजी से विस्तार कर रहा है, क्योंकि इसमें ई-मेल, ई-फोरम ब्लॉग, सोशल साइट, वेबसाइटों पर शैक्षिक सामग्रियों तक पहुंच, खोज करने योग्य डेटाबेस, और ई-वाणिज्य की अपार संभाव्यता है।

संचार की रुकावट में आपातकालीन स्थिति के लिए समर्पित चैनल्स

कई बार, नेटवर्क में बहुत अधिक आवागमन का भार हो सकता है या तकनीकी समस्या के कारण प्रेषक या ग्राही के स्थान पर संचार में बाधा आ सकती है। संचार के लिए समर्पित कुछ चैनलों की जानकारी इस प्रकार है :

(i) रेडियो संचार : बेतार संचार रेडियो तरंगों पर आधारित है, जिसे कम दूरी के संचार और लंबी दूरी के संचार, दोनों में इस्तेमाल किया जा सकता है। रेडियो संचार युद्ध और युद्ध जैसी परिस्थितियों में व्यापक रूप से इस्तेमाल होता है। लोग उच्च आवृत्ति (एचएफ) का उपयोग करते हुए कई सौ किलोमीटरों की दूरी से संचार कर सकते हैं। इस सिद्धांत पर कार्य करने वाले उपकरण के उदाहरण हैं वॉकी-टॉकी या हाथ में पकड़ने वाला बेतार ट्रांससीवर सेट।

(ii) उपग्रह आधारित संचार प्रणाली : यह रेडियो संचार का एक रूप है जहां पृथ्वी से रेडियो तरंगें संचार उपग्रह में भेजी जाती हैं, जो संदेश को वापस ग्राही के पास भेज देती है। अंतरराष्ट्रीय मैरी टाइम सेटलाइट ऑर्गनाइजेशन (आईएनएमएआरएसएटी) एक सामान्य उपग्रह संचार नेटवर्क है जिसे समुद्र में ऊंचे स्थान पर आपातकाल तथा विपदाओं के समय उपयोग किया जाता है क्योंकि इनके लिए किसी पृथ्वी आधारित प्रणाली जैसे टावर या केबल की जरूरत नहीं होती।

(iii) एमेच्योर (हैम) रेडियो : एमेच्योर या रेडियो का अर्थ है



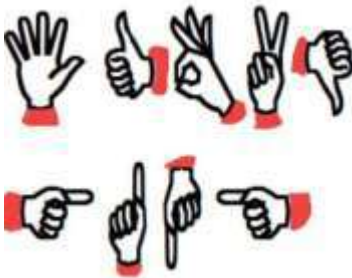
शौकीन लोगों द्वारा रेडियो पर संचार में इस्तेमाल की जाने वाली मशीन और ये कई हजार किलोमीटर की दूरी से संपर्क कर सकते हैं। एमेच्योर रेडियो ऑपरेटर द्वारा संचार के लिए संप्रेषण की विभिन्न विधियां उपयोग की जाती हैं। आवाज़ के संप्रेषण के लिए इस्तेमाल होने वाली दो सबसे सामान्य विधियां हैं फ्रीक्वेंसी मॉड्यूलेशन (एफएम) और सिंगल साइड बैंड (एसएसबी)। इस प्रचालन का समन्वय अंतरराष्ट्रीय दूर संचार इकाई (आईटीयू) द्वारा किया जाता है और इसे अलग अलग देशों की सरकारें लाइसेंस देती हैं जो प्रेषण की तकनीकी और प्रचालन संबंधी विशेषताओं का नियमन करता है और कॉल संकेत पहचानने सहित अलग अलग स्टेशन जारी करता है। इनके संचार सुनामी और भूकंप जैसी आपदाओं के दौरान अलग पड़े समुदायों से संपर्क में बहुत अधिक उपयोगी हैं।

- (iv) समर्पित अल्प रेंज संचार (डीएसआरसी) : डीएसआरसी में उच्च विश्वसनीयता वाली बेतार संयोजकता, शुद्ध स्थिति (ग्लोबल पोजिशनिंग उपग्रह और वाहन डैड – रिफॉनिंग) तथा ऑन बोर्ड कंप्यूटर को जोड़ा जाता है ताकि वाहनों को आपस में (वाहन से वाहन या वी2वी लिंक) और सड़क पर मौजूद इकाइयों (वाहन से मूल संरचना या वी2आई) जोड़ा जा सके।

शब्द “समर्पित” का अर्थ है डीएसआरसी 5.9 गीगा हर्ट्ज पर अपनी सुरक्षित आवृत्ति बैंड पर प्रचालन करता है। इससे सुनिश्चित किया जाता है कि अन्य बेतार तकनीकों की बाधा से इस प्रणाली पर कोई रुकावट नहीं आती। यह बैंड अमेरिका और यूरोप में पहले ही आबंटित किया गया है।

संचार चैनल : सूचना प्रदान करने के दो तरीके हैं : औपचारिक और अनौपचारिक संचार चैनल।

- (i) अनौपचारिक संचार : यह संचार व्यक्ति से व्यक्ति के बीच, आमने सामने किसी औपचारिकता, समारोह या तड़क भड़क के बिना होता है। अनौपचारिक रूप से संचार में पाठ संदेश, पोस्ट-इट नोट, व्यक्ति ई-मेल पत्र, तत्काल संदेश, इमोटिकॉंस, ऑनलाइन चैट रूम तथा साइबर स्पेस बुलेटिन बोर्ड तथा किसी व्यक्ति के घर या कार्यालय में अनौपचारिक रूप से जाना या जल्दी और अचानक बैठक शामिल हैं। अनौपचारिक बातचीत में लोग सहज रहते हैं और आमतौर पर किसी भी वेशभूषा में हो सकते हैं।



अनौपचारिक संचार में अमौखिक रूप भी हो सकते हैं जैसे चेहरे की अभिव्यक्ति, सांकेतिक भाषा या वेशभूषा का तरीका।

- (ii) औपचारिक संचार यह इस प्रकार व्यवस्थित और प्रबंधित सूचना है जिसे एक संगठन के संबंधित व्यक्तियों या संगठनों के बीच बांटा जाता है। औपचारिक संचार के चैनल संगठन में एक व्यक्ति की भूमिका पर आधारित है और इन्हें एक संगठन में स्थापित मानकों के अनुसार संगठित रूप से बांटा जाता है। औपचारिक संचार आमतौर पर कार्यपालकों से निदेशकों और उनसे प्रबंधकों तथा कर्मचारियों तक "नीचे की दिशा में" चलता है जिसमें कंपनी के निर्देश और अनुदेश होते हैं तथा डेटा और रिपोर्ट के रूप में यह "ऊपर की दिशा में" कर्मचारियों से प्रबंधकों और फिर निदेशकों से होकर कार्यपालकों तक पहुंचता है। इन चैनलों से आने वाले संचार कार्यों और विभागों के लिए विशिष्ट होते हैं।

सुरक्षा कार्मिकों को लोगों के आवागमन, रसद के आवागमन और टेलीफोन कॉल की जानकारी रखनी होती है। उन्हें इलेक्ट्रॉनिक और मुद्रित रूप में रिकॉर्ड रखने और रिपोर्ट तैयार करनी होती है, जिसे इलेक्ट्रॉनिक या मुद्रित रूप में संबंधित अधिकारियों के पास भेजा जाता है।

गतिविधियों और कार्यक्रमों की योजना, निष्पादन और निगरानी के लिए दस्तावेज बनाए जाते हैं। यह सूचना के आदान प्रदान, समर्थन, जवाबदेही सुनिश्चित करें और साक्ष्य प्रदान करने के लिए उपयोगी साधन के रूप में भी कार्य करते हैं। दस्तावेजों का उपयोग सूचना को रिकॉर्ड करने, रिपोर्ट और फाइल बनाने में किया जाता है। सुरक्षा कर्तव्यों से संबंधित सामान्य रिकॉर्डों में परिसर खोलना और बंद करना, उपस्थिति या अनुपस्थिति, दण्ड, गश्त लगाना, खोज की प्रक्रिया आदि शामिल है। सुरक्षा के क्षेत्र में इस्तेमाल होने वाले दस्तावेजों के उदाहरण हैं लॉगबुक, रजिस्टर, रिपोर्ट बही, घटना की रिपोर्ट आदि। इस प्रकार तैयार रिकॉर्ड या रिपोर्ट का रखखाव सुपरवाइजर द्वारा इस प्रकार किया जाता है जिसे आसानी से देखा जा सके। इसका श्रेणीकरण आमतौर पर समय के अनुसार, अक्षरों के अनुसार और कार्य के अनुसार किया जाता है। सुरक्षा के कार्य संगठन या उद्योग (अस्पताल, रक्षा बल, हवाई अड्डा, निर्माण इकाई, जोखिम वाले उद्योग, रिटेल उद्योग आदि) के प्रकार पर निर्भर करेंगे।

एक सुरक्षा नियंत्रण कक्ष में उपलब्ध डेटा या रिकॉर्ड की संख्या अधिक होती है और इन्हें अवर्गीकृत, गोपनीय, गुप्त और अत्यधिक गुप्त के रूप में वर्गीकृत किया जा सकता है। ये स्तर बढ़ती हुई गोपनीयता के क्रम में हैं। सुरक्षा सेवाओं में तैयार होने वाली रिपोर्टों में निम्नलिखित शामिल हैं :

- (i) ड्यूटी लॉग : यह कार्मिकों का रिकॉर्ड है जो एक निश्चित समय पर एक स्थान पर आकर रिपोर्ट करते हैं। इससे विभिन्न बिंदुओं पर सुरक्षा कार्मिकों की उपस्थिति के विवरण मिलते हैं। अनुपस्थिति दर्ज की जाती है और उचित प्राधिकारी को इसकी रिपोर्ट दी जाती है।
- (ii) घटना रिपोर्ट : यह असामान्य घटना की रिपोर्ट है। इसमें घटना की तिथि, समय और शामिल लोगों, वाहनों की विशिष्टि या शामिल सामग्री और घटना के भौगोलिक स्थान की जानकारी दर्ज की जाती है।
- (iii) कार्यवाही रिपोर्ट : इस रिपोर्ट से की गई कार्यवाही के विवरण के साथ घटना के लॉग में बताई गई घटना की जानकारी मिलती है। इसमें घटना की तिथि, समय की कार्यवाही, कार्यवाही करने वाले लोगों, प्रक्रिया और की जाने वाली लंबित कार्यवाही की जानकारी दर्ज की जाती है।
- (iv) आवागमन लॉग : ये लॉग लोगों, रसद और वाहनों के जांच बिंदु से आने जाने का रिकॉर्ड हैं।

दिनांक	समय	आगंतुक का नाम	कार्यालय / निवास का पता	आने का उद्देश्य	पास हां / नहीं	समय समाप्त

- (v) बैक-अप और स्टैण्ड बाई लॉग : ये बैक-अप और स्टैण्ड बाई प्रक्रियाओं के रिकॉर्ड और रिपोर्ट हैं जिन्हें उपकरण में खराबी या किसी आपातकालीन स्थिति के परिणाम स्वरूप निष्पादित किया गया था।
- (vi) आकस्मिकता लॉग : ये किसी आपातकालीन स्थिति या घटना के परिणाम स्वरूप निष्पादित आकस्मिक प्रक्रियाओं के रिकॉर्ड और रिपोर्ट हैं।

सत्र योजना 6

1. सत्र विषय : संचार के उपकरण और चैनलों का उपयोग
2. सत्र उद्देश्य : छात्रों को निजी सुरक्षा सेवाओं में रखे जाने वाले विभिन्न प्रकार के दस्तावेजों से परिचित कराना।
3. सामग्री / उपकरण
आवश्यकताएं : ड्यूटी लॉग, घटना रिपोर्ट, आने जाने का लॉग, बैक अप और स्टैंड बाई लॉग, आकस्मिकता लॉग, पालन रिपोर्ट।
4. तैयारियां
 - इस हस्तपुस्तिका के अंत में दी गई शब्दावली पढ़ें।
5. शिक्षण/प्रशिक्षण विधि :

(vii) अनुपालन रिपोर्ट : यह परिसर खोलने, बंद करने, गश्त लगाने, अनुपस्थिति आदि से संबंधित मानक प्रक्रियाओं की जांच सूची है, जिसका निष्पादन हर दिन किया जाता है और इसके मदों पर पूरा होने के बाद निशान लगाए जाते हैं। यदि जांच सूची के किसी मद को पूरा नहीं किया जाता है तो इसका कारण बताया जाता है।

टी1 : भूमिका निभाना

अवधि : 2 घंटे

प्रक्रिया

एक दिए गए परिदृश्य के आधार पर टेलीफोन की बातचीत का अनुकरण करें और कॉल करने वाले तथा प्राप्त करने वाले की बात में सुधार करें।

- दो छात्रों से आगे आने के लिए कहें।
- एक के पीछे एक कुर्सी रखें और उन्हें इन पर बैठने के लिए कहें। इससे वे एक दूसरे को नहीं देख पाएंगे
- उन्हें परिदृश्य और भूमिका बताएं (प्रेषक और ग्राही) जिसे वे निभाएंगे
- जब भूमिका निभाई जा रही है अन्य छात्रों से इन्हें देखने के लिए कहें।
- कॉल करने वाला व्यक्ति ग्राही का अभिवादन करने के बाद अपना परिचय देगा / देगी।
- उसे बताना होगा कि उसने क्यों कॉल किया है।
- बातचीत के बाद छात्रों से प्रतिक्रिया देने के लिए कहा जाए।
- अपनी प्रतिक्रिया सामग्री के अनुसार दें।
- किसी अन्य छात्र को आगे आने और अभ्यास दोहराने के लिए कहें। ध्यान दें कि क्या प्रतिक्रिया में कोई सुधार है।

अपने विधार्थियों को निम्नलिखित टेलीफोन शिष्टाचार के बारे में पढ़ाएं :

- तीसरी रिंग के पहले टेलीफोन उठाएं या उत्तर दें
- टेलीफोन पर बात करते समय आप कुछ शब्द इस्तेमाल कर सकते हैं "हैलो! ळववक **Morning/Good Afternoon/ Good Evening** /नमस्ते "।
- स्पष्ट बोलें और अपना परिचय दें।
- यदि कॉल करने वाला अपना परिचय नहीं देता है, तो कहें, "क्या मैं जान सकता हूं कि आप कौन बोल रहे हैं?"
- इस मामले में यदि कॉलर यह नहीं बताता कि वह किससे बात करना चाहता है, तो आप उससे एक प्रश्न पूछ सकते हैं जैसे "क्या मैं जान सकती हूं कि आप किससे बात करना चाहते हैं?"
- यदि आप संदेश प्राप्त करते हैं तो आप कहें 'माफ करें, वे इस समय व्यस्त हैं। मैं आपका संदेश ले सकता हूं?' या मैं आपका नाम और नंबर ले सकता हूं वे आपको फोन कर लेंगे? (नाम, फोन नंबर, समय और ग्राही का संदेश लिखना सुनिश्चित करें)
- जब आप आवश्यक जानकारी प्राप्त कर लें तो ग्राही को प्रतीक्षा करने के लिए कहें।
- ग्राही को 02 मिनट से अधिक तक प्रतीक्षा न कराएं। इससे अच्छा है कि किसी को लंबे समय तक प्रतीक्षा में रखने के स्थान पर आप वापस कॉल करें। दोबारा कॉल करना ना भूलें।
- प्रतीक्षा अवधि समाप्त होने पर, कृपया कॉल करने वाले के धैर्य के लिए आभार व्यक्त करें।
- बातचीत को बिंदु तक सीमित रखें।
- आभार के साथ बातचीत समाप्त करें।
- हमेशा सुखद और दोस्ताना स्वर में बोलें।
- कॉल को प्रतीक्षा में रखने से पहले उससे पूछ लें। उदाहरण के लिए, 'कृपया आपका कॉल मिलाने तक लाइन पर रहें'।
- लंबे संदेश नहीं छोड़ें।
- जब व्यक्ति बात करें तो बीच में बाधा ना डालें।

- यदि आप भोजन कर रहे हैं तो फोन पर उत्तर ना दें। आप यह बता दें कि आप भोजन कर रहे हैं और भोजन समाप्त होने पर आप कॉल करेंगे।
- फोन रखने से पहले यह सुनिश्चित कर लें कि कॉलर ने पहले फोन रख दिया है।

औपचारिक और गैर औपचारिक भाषाओं के बीच अंतर के बारे में छात्र को याद दिलाएं, और उन अवसरों के बारे में बताएं जब वे अलग अलग प्रकार की भाषा उपयोग कर सकते हैं।

टी 2 : कार्य

1. लॉग बुक का उपयोग परिसर में आने और जाने वाले लोगों के आवागमन का रिकॉर्ड रखने के लिए किया जाता है। छात्रों से कहें कि वे नीचे दी गई तालिका का उपयोग करते हुए एक व्यावहारिक अभ्यास आयोजित करें और स्कूल के कार्यक्रमों जैसे वार्षिक दिवस, अभिभावक बैठक, बाल दिवस, वरिष्ठ नागरिक दिवस के अवसर पर आगंतुक के विवरण दर्ज करने के लिए इसे भरें। एक कार्य के रूप में इस तालिका को भरकर जमा करें।

दिनांक	समय	आगंतुक का नाम	कार्यालय / निवास का पता	आने का उद्देश्य	पास हां / नहीं	समय समाप्त

2. आप अपने छात्रों से कहें कि वे घर पर टेलीफोन कॉल सुनने की लॉगबुक नीचे दिए गए फॉर्मेट के अनुसार बनाएं और एक कार्य के रूप में इस तालिका को भरकर जमा करें।

कॉलर का नाम	टेलीफोन नंबर	कॉल का उद्देश्य	समय

आकलन गतिविधियों के लिए जांच सूची

निम्नलिखित जांचसूची का उपयोग करते हुए देखें कि क्या आपके छात्र आकलन गतिविधि के लिए सभी आवश्यकताएं पूरी करते हैं:

भाग क

छात्र इनके बीच अंतर कर सकता है

- (क) संचार उपकरण का अंतर।
- (ख) अनौपचारिक और औपचारिक संचार।

भाग ख

छात्र निम्नलिखित प्रश्नों का उत्तर दे सकते हैं :

- (क) लॉगबुक और रिपोर्ट की सुरक्षा का क्या उपयोग है?

भाग ग

छात्रों को सामान्य, तकनीकी, व्यावसायिक प्रदर्शन करना होगा और संगठित ज्ञान और आवश्यक मानकों के लिए आदेश प्रदर्शन। निष्पादन में यह शामिल हो सकता है किंतु यह इस तक सीमित नहीं है।

निष्पादन मानक	हां	नहीं
टेलीफोन पर अपनाए जाने वाले शिष्टाचार		
सुरक्षा उद्योग में उपयोगी लॉगबुक की पहचान		
सुरक्षा उद्योग में सामान्य नमूना रिपोर्ट की पहचान		
लॉगबुक के प्रारूप में अपेक्षित जानकारी भरें		
संचार के लिए उपकरणों का संचालन		

1. सक्रिय होकर सुनना : यह संदेश का वास्तविक अर्थ समझने के लिए एक अन्य व्यक्ति द्वारा कही गई बात के विश्लेषण और मूल्यांकन की प्रक्रिया है।
2. अलार्म जांच रजिस्टर : इसे उन सभी घटनाओं को दर्ज करने में इस्तेमाल किया जाता है, जहां परिसर में अलार्म की जांच की जाती है। इसके विवरणों में तिथि, समय, जांच करने वाले व्यक्ति का नाम और परिणाम सहित किसी खराबी का विवरण होता है।
3. मनोवृत्ति : यह मान्यता को कार्य में बदलने की प्रक्रिया है जो एक समय अवधि में बनी रहती है।
4. खण्ड : खण्ड एक वाक्य का भाग है जो मिलकर बड़े वाक्य बनाता है।
5. संचार : वह प्रक्रिया जिससे एक व्यक्ति, समूह, संगठन (प्रेषक) किसी प्रकार की सूचना (संदेश) एक अन्य व्यक्ति, समूह, संगठन (ग्राही) को भेजता है। इसका अंग्रेजी शब्द कम्युनिकेशन लैटिन भाषा के शब्द कम्युनिस से बना है, जिसका अर्थ है बांटना।
6. समुदाय : एक समाज जहां लोग भावना और दायित्वों के आपसी बंधन में एक दूसरे के साथ सीधे और व्यक्तिगत रूप से संपर्क में आते हैं।
7. शिष्टाचार : यह सामाजिक व्यवहार का एक तरीका है जो अन्य लोगों के साथ सम्मान दर्शाते हुए उन्हें पहले कार्य करने का अवसर देता है।
8. वर्णनात्मक प्रतिक्रिया : जब प्रतिक्रिया से शब्दों में संचार के प्रभाव का विवरण दिया जाता है तो इसे वर्णनात्मक प्रतिक्रिया कहते हैं।
9. मूल्यांकन प्रतिक्रिया : जब संचार में "अच्छा", "बुरा", "औसत", "सही" "गलत" जैसे पदों के प्रभाव को परख कर प्रतिक्रिया दी जाती है तो इसे मूल्यांकन प्रतिक्रिया कहते हैं।

10. **प्रतिक्रिया** : संचार का एक तत्व है जो संचार चक्र के पूरा और पूरा होने के विस्तार का संकेत है। यह भेजने वाले का संदेश प्राप्त होने पर उसे सूचित करती है। यह एक अन्य संदेश के रूप में हो सकती है जो प्रेषक को यह बताती है कि उसका संदेश प्राप्त हो गया है और समझ लिया गया है, या यह ग्राही द्वारा किसी अन्य कार्य के रूप में हो सकती है कि संदेश प्राप्त हो गया है और इस पर कार्य किया गया है।
11. **औपचारिक संचार** : यह औपचारिक संगठनात्मक व्यवस्था के संबंध में और अधिकारिक स्थिति या संचारकर्ता और ग्राही के स्थान पर हो सकता है। औपचारिक संचार अधिकांशतः प्रभावी संदर्भ के लिए किसी रूप में दर्ज किया जाता है।
12. **मुद्रा** : यह संदेश के संचार के लिए हाथों का हिलाना है। उदाहरण के लिए सलामी या हाथ मिलाना अभिवादन की एक मुद्रा है।
13. **अनौपचारिक संचार** : यह उन सभी चैनलों से उत्पन्न होता है जो औपचारिक चैनल के बाहर आते हैं। यह संगठन के सदस्यों की सामाजिक संबद्धता के आस पास बनता है। अनौपचारिक संचार प्राधिकार की सीमाओं का पालन नहीं करता, जैसा कि औपचारिक संचार के मामले में होता है।
14. **चाबी का रजिस्टर** : इसे सुरक्षा विभाग के पास मौजूद सभी चाबियों को दर्ज करने में उपयोग किया जाता है। इसमें कार्मिकों द्वारा चाबी देने और उसे लौटाने की तिथि और समय, इन्हें लेने वाले व्यक्ति का हस्ताक्षर, देने वाले सुरक्षा गार्ड का हस्ताक्षर, उनके द्वारा वापस करने की तिथि और समय और वापस लेने वाले सुरक्षा गार्ड का हस्ताक्षर होता है।
15. **खोई और पाई वस्तुओं का रजिस्टर** : इसमें परिसर में खोई या पाई गई सभी चीजों का विवरण दर्ज होता है।
16. **संदेश** : आमतौर पर संचार की वस्तु "संदेश" है।
17. **संगठन** : पदानुक्रम के अनुसार लोगों का व्यवस्थित समूह जो

इतना बड़ा है कि समूह के सभी सदस्यों के साथ व्यक्तिगत संबंध असंभव है।

18. संगठनात्मक संचार : व्यक्तियों और लोगों के बीच संचार, जो संगठन का निर्माण करते हैं।
19. संगठनात्मक संरचना : व्यक्तियों और समूहों के बीच कार्यों, जिम्मेदारियों तथा संगठन के अंदर प्राधिकारों के आबंटन के संदर्भ में औपचारिक विन्यास।
20. वाक्यांश : एक वाक्यांश या शब्दों का समूह जिससे पूरा अर्थ नहीं निकलता।
21. कार्मिक पास का रजिस्टर : यह कार्य आरंभ होने या समाप्त होने के समय परिसर से बाहर जाने पर कर्मचारियों का लेखा जोखा रखने के लिए इस्तेमाल किया जाता है। यह व्यक्तियों को व्यक्तिगत कारण से परिसर से बाहर जाने के लिए अनुमति देता है।
22. तालमेल : एक समय अवधि में दोहराई गई घटना का क्रम है।
23. खोज रजिस्टर : इसे तिथि, समय, खोजे गए व्यक्ति का नाम, पता, खोजे गए व्यक्ति के हस्ताक्षर और खोजने वाले के हस्ताक्षर दर्ज करने में उपयोग किया जाता है।
24. वाक्य : शब्दों का समूह एक वाक्य है जिसका पूरा अर्थ निकलता है।
25. लिंगवाद : ऐसे कार्य या मनोवृत्ति जिससे व्यक्तियों में केवल उनके लिंग के आधार पर भेदभाव किया जाता है।
26. लिंग संबंधी भाषा : ऐसी भाषा जो रूढ़िवादी लिंग की छवि बनाती है कि एक लिंग दूसरे से बेहतर है।
27. संकेत : ऐसा संकेत जो किसी अन्य के लिए बनाया गया है या कुछ और दर्शाता है तथा इसके साथ एक प्राकृतिक, गैर विवाचक संबंध जुड़ा है।

28. प्रतिक्रिया मांगना : जब प्रेषक द्वारा संचार के बाद प्रतिक्रिया का अनुरोध किया जाता है तो इसे “प्रतिक्रिया मांगना” कहते हैं।
29. प्रतीक : एक विचार का प्रतिनिधित्व।
30. दल : एक समूह जिसके सदस्यों में पूरक कौशल हैं और वे निष्पादन लक्ष्यों के एक सेट या सामान्य प्रयोजन हेतु प्रतिबद्ध हैं, जिसके लिए उन्हें आपसी तौर पर जवाबदेह ठहराया जाता है।
31. टेलीफोन संदेश पुस्तिका : इसे टेलीफोन पर प्राप्त सूचना और सही संदेश दर्ज करने में इस्तेमाल किया जाता है।
32. वाहन रजिस्टर : इसमें परिसर में आने वाले वाहनों की संख्या लिखी होती है।
33. आगंतुक रजिस्टर : इसमें आगंतुक का नाम, आने की तिथि और समय तथा आगंतुक के हस्ताक्षर होते हैं।

पढ़ने के लिए सुझाव

पुस्तकें

- डेवलपिंग कम्युनिकेशन स्किल्स कृष्णा मोहन और मीरा बैनर्जी, मैक मिलान इण्डिया लिमिटेड, दिल्ली द्वारा।
- मोर दैन वर्ड्स : ए ह्यैण्ड बुक फॉर राइटर्स एण्ड एडिटर्स, चित्रा आर. समंत, डीआईपीएस, कम्युनिकेशन सेंटर, भुवनेश्वर द्वारा
- मैसेज : द कम्युनिकेशन स्किल्स, मैथ्यू मैकी
- कम्युनिकेशन : प्रिंसिपल्स फॉर ए लाइफटाइम स्टेवन ए. बीबी और सुसान जे. बीबी द्वारा (4वां संस्करण)
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- माई फेयर लेडी जी.बी. शॉ और जे लर्नर

वेबसाइट

- <http://en.wikipedia.org/wiki/Communication>