



SRI DURGA MALLESWARA

SIDDHARTHA MAHILA KALASALA

An Autonomous College in the Jurisdiction of Krishna University

A College with Potential for Excellence

Sponsors: SIDDHARTHA ACADEMY OF GENERAL AND TECHNICAL EDUCATION



A 15 – Day Youth Empowerment Program Report on TECHNICAL AND SOFT SKILLS

Date: 10th September, 2025 to 26th September, 2025

Venue: CLAUDE LAB _Room No: 305

Organizer: Department of computer science

Time: 9.45 AM TO 4.30 PM

Participants: III B.Com. Honours (Computer Science)- Sections – A& B

1. INVITATION



An IQAC Initiative

Department of Computer Science

In Association with

ICT ACADEMY & ATOS PRAYAS FOUNDATION

Cordially Invites You to attend

YOUTH EMPOWERMENT PROGRAM

on

TECHNICAL AND SOFT SKILLS

By

Mr. ANIL. KOLLABATHULA

Sr. Technical Trainer, ICT Academy.

From

10th September To 26th September, 2025.

Venue: Webinar Hall & CLAUDE LAB (Room No: 305)

Time: 10:00 AM To 04:00 PM

**M. Praveena, HOD
Dept. of Computer Science**

**Dr. V. V. Subramanya Kumar
Principal**

2. Objective of the Program:

The primary objective of the 15-Day Youth Empowerment Program on *Retail Team Lead* was to equip students with practical knowledge and professional skills essential for leadership roles in the retail sector. The program aimed to develop participants' understanding of retail operations, customer service, merchandising, supply chain management, and team coordination.

It focused on enhancing both **technical competencies**—such as budgeting, product labeling, pricing, and stock management—and **soft skills** like communication, teamwork, decision-making, and problem-solving. Through interactive sessions, hands-on activities, and role-based learning, the program sought to empower students to become confident, skilled, and responsible retail professionals capable of adapting to dynamic business environments.

Description of the Programme:

The 15-Day Youth Empowerment Program **on *Retail Team Lead*** was conducted from **10th September 2025 to 26th September 2025** at Claude Lab, Room No. 305, organized by the **Department of Computer Science**. The program focused on developing leadership, communication, and technical skills required in the retail industry.

Each day covered specific learning modules:

Days 1–5: Introduction to workplace safety, budgeting, hygiene practices, visual merchandising, product labeling, and customer research.

Days 6–10: Training on supply chain management, payment processing, customer service, team coordination, and performance management.

Days 11–15: Development of soft skills including communication, presentation, problem-solving, decision-making, and conflict management.

Through lectures, discussions, and hands-on exercises, students gained practical exposure to retail operations, teamwork, and professional communication—enhancing their readiness for industry roles.

DAY-1

On day-1, students were introduced to the fundamentals of Personal Protective Equipment (PPE) and its importance in promoting workplace safety for retail team leaders. They examined how PPE serves as a barrier against various hazards such as chemical, radiological, physical, electrical, and mechanical risks, all of which retail employees may face in their stores or work environments. The session emphasized that with proper use and maintenance of PPE, workplace injuries and illnesses can be significantly minimized, creating a safer and more productive environment for both employees and customers.

Additionally, students participated in an activity where they learned how to categorize budgets for different retail events. This exercise helped them understand the practical aspects of budgeting, such as dividing expenses into categories like venue, catering, marketing, staffing, and contingency funds according to event priorities and goals. By organizing and allocating funds in these categories, students developed essential skills in financial planning and resource management, which are crucial for successful event execution and effective leadership in the retail sector.



DAY-2

On day-2, students learned about **“Steps to ensure display area always meets the requirement of Hygiene, Safety and Sale ability”**

- Delivery staff were trained for best hygiene and safety practices to ensure compliance with requirements of hygiene, safety, and saleability.
- Contactless delivery methods were followed.
- Cashless delivery options were provided.
- Regular hand washing and strict hand hygiene were maintained.
- Frequent temperature checks were conducted.
- Gloves were used by staff to reduce contamination risk.

Students also learned about monitor display types according to instructions and specifications. They studied LCD (Liquid Crystal Display) monitors, which are thin, lightweight, use less space and power, and produce less heat compared to



CRT monitors. Additionally, they explored CRT (Cathode Ray Tube) monitors, which are heavier and bulkier, and were commonly used for computers and televisions in the past, but have been largely replaced by modern LCD and LED displays.

DAY-3

On day-3, students explored detailed requirements for product labeling, focusing on both compliance and clarity for consumers. They learned that accurate translation on labels is crucial for customers to understand product details, ingredients, safety instructions, and materials. Regulatory compliance was emphasized, including the need to follow rules on label content and presentation, such as font size.

The students examined retail labels for food, noting they must include ingredients (with allergens), expiration or best-before dates, country of origin, nutrition details, and manufacturer or distributor information. Proper labelling positions were also discussed to make forms user-friendly.

Additionally, students practiced evaluating product reviews for display. They considered three main categories:

- Industry professional reviews, from experts and experienced buyers.
- Marketing team/internal reviews, created by company staff to boost the product's image.
- Customer reviews, where buyers share experiences with others.

This comprehensive overview helped students understand how labelling and reviews influence consumer choices and product perception in retail settings.

DAY-4

On day-4, students learned how to identify the equipment, materials, merchandise, and props necessary to create and install displays, including the importance of setting deadlines. They discussed the role and placement of props in visual merchandising and evaluated how to choose display locations to best fulfill the design brief by considering objectives, goals, budget, schedule, and target audience.

Students also covered how to write effective product reviews, focusing on directly addressing the target audience and using concise, engaging introductions. The plan for visual merchandising was discussed, and students explored entryway displays, which are ideal for highlighting current sales and seasonal promotions at store entrances.

Additionally, they examined different display types, such as freestanding displays for high-traffic areas and dump bins for easy, bulk merchandising. Packaging and its functions were covered, including product protection, identification, and information, as well as the concept of branding—highlighting how brands attract attention, aid memorability, and communicate a product's unique qualities.

DAY-5

On day-5, students focused on effective customer research and store merchandising techniques. They practiced getting in context, recording customer actions in real time rather than relying on memory, and learned the value of seeking examples to enhance research. The class explored establishing and articulating a clear research focus and formulating questions based on customer behavior and emotions, such as preferences and experiences within the store.

Students further investigated how bigger and more visible display mediums, such as cardboard displays and hanging shelf signs, can improve product visibility and support branding. Supplementing packaging with point-of-purchase displays was discussed as a way to educate buyers about unique product values.

The concepts of point of purchase and point of sale were clarified, acknowledging that point of purchase refers to the entire store and not just the area where money is exchanged. The importance of catching the customer's eye in-store was emphasized, as shoppers often skim aisles looking for specific items. Students learned that packaging alone may not be enough without supportive displays to attract attention and guide customers to products they wish to buy.

DAY-6

On day-6, students focused on supply chain management, learning it involves the flow and storage of products and services from origin to the point of consumption. They studied the management of raw materials, inventory, production, distribution, and shipment, emphasizing the need for tight control over internal inventories and sales.

Students explored the concept of customer objection, understanding it as the phase when buyers raise doubts before making a purchase. They learned objection handling is a normal part of sales and should be addressed to complete deals successfully.

The class also covered product and supply variants, including barcoding to boost conversions, pricing strategies (cost-based, market-based, and value-based), and methods to set inventory and product availability. They learned how product variants can control the visual representation (pictures) and how adding promotions to product variants is an effective way to attract customers.

Finally, students practiced pricing methodologies for new products, including cost-plus pricing and the importance of strategic pricing in a competitive market.

DAY-7

On day-7, students focused on payment processing and customer service skills. They learned that mobile payments, despite high expectations from tech giants, have seen slow adoption. Emphasis was placed on appropriate and accurate processing and secure storage of payment records, vouchers, and receipts, including the importance of completing all forms without shortcuts.

Students discussed confirming customer awareness and agreement with available payment modes such as cash, check, and credit card, noting the declining use of cash and risks or costs associated with checks and plastic payments.

Customer service training included:

- Active listening and clarification with customers
- Using analogies to explain products simply
- Ensuring consistent service standards across teams
- Avoiding data duplication and standardizing templates for customer records
- Providing constructive, situation-focused feedback to staff, and acknowledging employee achievements
- Professional, personable relationship-building with customers

Additionally, the group explored regulatory context for maintaining goods availability, and learned to give problem-focused feedback for staff performance improvement.

DAY-8

On day-8, students focused on making store displays more appealing to customers and optimizing pricing strategies. Key changes discussed included hiring staff with strong problem-solving skills, fostering active listening, and investing in training and development for both new and experienced employees.

The students identified practical display improvements:

- Group related products together in a themed way
- Use lighting to highlight products
- Change displays in high-traffic areas regularly
- Apply blocks of color for attention
- Keep messaging simple
- Ensure pricing is clear and visible

Additionally, they learned to regularly check price marketing and promptly resolve any pricing issues, as effective pricing directly influences customer perception, sales, and long-term business profitability.

DAY-9

On day-9, students learned about multidimensional employee feedback and stock management. The concept of 360-degree feedback was introduced, which uses input from an employee's managers, peers, customers, and direct reports to fairly assess competence and minimize bias in performance reviews.

Students studied how to keep stock replenishment plans realistic and up to date. Inventory teams should have backup supplies and regularly monitor stock levels to ensure availability. The performance appraisal process was discussed, including its role in boosting employee productivity and setting annual objectives. Two main evaluation methods were highlighted: 360-degree feedback and management by objectives (MBO), where managers and employees collaboratively set goals and review progress periodically.

DAY-10

On day-10, students focused on advanced customer service and team management skills. They practiced solving customer service problems with sufficient authority and showing genuine empathy, learning to listen carefully and provide full explanations for customers' frustrations. Emphasis was placed on recognizing and valuing customers as individuals with unique needs and preferences, and finding the best solutions—even offering compensation when necessary.

The class also studied how to monitor teams for conflict, considering that individuals may have different objectives and unhealthy competition can reduce productivity. Students learned the importance of clearly defining roles at the start of a project to ensure team members understand their tasks and contributions.

Ways to improve team performance were explored, including giving members ownership of their work, promoting proper communication, and identifying the strengths and weaknesses of each team member for more strategic task allocation.

These practices help foster accountability, minimize failures, and lay the foundation for productive teamwork.

DAY-11

On day-11, students examined the advantages and disadvantages of using options for dealing with business or financial problems. The advantages included cost efficiency through leverage, higher return potential, and lower risk in some cases compared to owning equity. However, the disadvantages highlighted were lower liquidity, higher commissions, and the impact of time decay on option value.

Additionally, the class discussed the importance of monitoring and adjusting to change. They learned that change monitoring should use automated tools as much as possible for efficiency, but certain activities still require manual oversight. Using intelligent tools can significantly reduce the effort needed to keep up with changes and ensure effective management.

DAY-12

On day-12, students learned how to communicate effectively with stakeholders, emphasizing the importance of confidentiality and privacy when handling sensitive information. They discussed how data should be categorized according to the level of risk and potential damage if exposed. The concept of communication mediums was covered, including written, verbal, and nonverbal channels that connect speakers or writers to their audience.

Students also learned to identify the most important things customers are communicating, especially as self-service options become more popular. It was noted that customers prefer finding answers on their own rather than relying solely on traditional support channels. Finally, students discussed how customers expect support outside regular business hours and prefer immediate assistance rather than waiting for the next business day or the end of the weekend.

DAY-13

On day-13, students focused on developing their soft skills, particularly in communication and personal presentation. The session covered the four main sentence structures (simple, compound, complex, and compound-complex), types of sentences (declarative, imperative, exclamatory, interrogative), and the main parts of speech. Students also learned about the basics of effective presentations, including understanding the audience, defining objectives, using simple language, and maintaining eye contact.

Throughout the day, students practiced introducing themselves, stating their names, sharing their interests and background, and interacting confidently. These activities enhanced their ability to communicate clearly and present themselves effectively in both academic and professional settings.

DAY-14

On day-14, students continued with soft skills training, building on their communication abilities. They learned about different types of communication: verbal, non-verbal, written, and visual. Methods for effective communication were covered, including being active, clear, concise, using non-verbal cues, empathy, feedback, confidence, and audience awareness. Students also studied the process of communication, including encoding messages and overcoming noise in the channel.

Self-confidence was emphasized through understanding internal and external factors such as realistic goal setting, focusing on strengths, staying positive, keeping a to-do list, celebrating achievements, being kind to oneself, and avoiding comparisons with others. Time management, prioritization strategies, and idea generation (such as brainstorming and mind mapping) were also covered to enhance productivity and balance.

Throughout the day, students practiced introducing themselves, focusing on clear communication and self-presentation. These activities promoted greater confidence and competency in professional and social contexts.

DAY-15

On day-15, students explored advanced soft skills, including decision-making, goal-setting, team collaboration, and conflict management. The session introduced the 6 Thinking Hats technique for creative problem solving: White (facts), Yellow (optimist), Black (devil's advocate), Red (emotional), Green (idea generation), and Blue (management). Students learned about setting SMART goals—Specific, Measurable, Achievable, Relevant, and Time-bound—and the steps involved in effective decision-making: identifying a problem, gathering information, listing alternatives, evaluating and choosing the best, and implementing the decision. The importance of these skills was discussed in terms of boosting productivity, fostering a positive environment, and enhancing team outcomes. Practical exercises included formal and informal email writing, problem solving, and managing team conflicts using the Vroom Yetton model and collaborative approaches. As with previous days, students practiced self-introductions and speaking skills to support their developing communication confidence.

3. Key Topics Covered

- Importance and proper use of **Personal Protective Equipment (PPE)** in retail workplaces
- Budget **categorization** and financial planning for retail events
- Hygiene, **safety, and display maintenance** standards in retail environments
- Types of **display monitors** and their retail applications
- Product **labeling requirements** and regulatory compliance
- Evaluating and writing **product reviews** and customer feedback
- Visual **merchandising techniques** and use of props and packaging
- Customer **research** and store merchandising strategies
- Supply **chain management** and inventory control
- Pricing **strategies** and handling product variants
- Payment **processing** and maintaining customer service standards
- Stock **management** and performance appraisal methods (MBO & 360° feedback)
- Team **coordination**, communication, and conflict resolution
- Decision-making and **goal-setting** techniques (including the 6 Thinking Hats method)
- Soft **skills development**—communication, presentation, time management, and confidence building

4. Photos





5. Outcome:

- Students gained a **comprehensive understanding of retail operations**, including budgeting, product labeling, merchandising, and customer engagement.
- Developed **leadership and teamwork skills** through collaborative activities and group discussions.
- Improved **communication and presentation abilities**, enabling effective interaction with customers and team members.
- Acquired practical knowledge of **supply chain management, stock control, and pricing strategies** relevant to retail management.
- Learned to apply **problem-solving, decision-making, and goal-setting techniques** in professional scenarios.
- Enhanced **confidence, adaptability, and professionalism**, preparing students for real-world retail and service environments.
- Fostered a sense of **responsibility, discipline, and customer-centric thinking** essential for retail leadership roles.

6 .No.Of Participants:60

7. List of Participants:

Youth Empowerment Program - A CSR Initiative by ATOS Prayas			
Class: III BCOM(COMPUTERS) - B1 & B2			
S.NO	ROLL NO	CLASS	NAME
1	232251 S	III B.COM COMP(B1)	Akshaya lanjapalli
2	232201 S	III B.COM COMP(B1)	Amulya Banka
3	232212 S	III B.COM COMP(B1)	Asiya sultana Shaik
4	232232 S	III B.COM COMP(B1)	BalaAmrutha Badisa
5	232255 S	III B.COM COMP(B1)	Bhargavi Maddineni
6	232267 S	III B.COM COMP(B1)	Bhargavi Tirumanapalli
7	232209 S	III B.COM COMP(B1)	Devi Prasanna Pandiripalli
8	232243 S	III B.COM COMP(B1)	GOLLA INDU PRIYA

9	232256 S	III B.COM COMP(B1)	Harshini Medipalli
10	232203 S	III B.COM COMP(B1)	Indu pallavi Boddu
11	232207 S	III B.COM COMP(B1)	KALIMKOTA SMILEY KEERTHANA
12	232211 S	III B.COM COMP(B1)	Kalyani Seemala
13	232258 S	III B.COM COMP(B1)	Mohammad Khairunnisa
14	232242 S	III B.COM COMP(B1)	G Siri Mallika
15	232268 S	III B.COM COMP(B1)	Sai lalitha Veeravalli
16	232205 S	III B.COM COMP(B1)	SAMEERA SANDY DIGUMARTHI
17	232239 S	III B.COM COMP(B1)	Sathwika Doddavarapu
18	232262 S	III B.COM COMP(B1)	SriKanakaNagaPrasanna Sathuluri
19	232231 S	III B.COM COMP(B1)	Sriraajini Arerapu
20	232248 S	III B.COM COMP(B1)	Sumalya Konatham
21	232266 S	III B.COM COMP(B1)	TALLAPUDI NAGA BALA JAHNAVI
22	232264 S	III B.COM COMP(B1)	Taslim Shaik
23	232237 S	III B.COM COMP(B1)	Venkatalakshmi D
24	232252 S	III B.COM COMP(B1)	ANITHA Lankalapalli
25	232213 S	III B.COM COMP(B1)	Karishma Shaikh
26	232235 S	III B.COM COMP(B1)	Lakshmi Prasanna Cherukupalli
27	232214 S	III B.COM COMP(B1)	Munni Shaik
28	232254 S	III B.COM COMP(B1)	Naga harshini Maddi
29	232238 S	III B.COM COMP(B1)	Pujitha Devarakonda
30	232263 S	III B.COM COMP(B1)	Ruksana Fathima Shaik

31	232303 S	III B.COM COMP(B2)	MD.INTHIYAZ BEGUM
32	232307 S	III B.COM COMP(B2)	P. KARIMUNNISA
33	232308 S	III B.COM COMP(B2)	RAHELA KHUSHUNUMA
34	232309 S	III B.COM COMP(B2)	S. LALITHA KUMARI
35	232310 S	III B.COM COMP(B2)	SD. NAFISUNNISA
36	232311 S	III B.COM COMP(B2)	SK. AFREEN SULTHANA
37	232313 S	III B.COM COMP(B2)	SK. MYMUNNISA
38	232314 S	III B.COM COMP(B2)	SK. RAMIJAHA
39	232316 S	III B.COM COMP(B2)	M.KOWSALYA GAYATRI
40	232332 S	III B.COM COMP(B2)	A. MEGHANA
41	232335 S	III B.COM COMP(B2)	CH. KRISHNAVENI
42	232337 S	III B.COM COMP(B2)	D. MANASA
43	232338 S	III B.COM COMP(B2)	D.LAVANYA
44	232344 S	III B.COM COMP(B2)	K. DHATRI
45	232345 S	III B.COM COMP(B2)	K. SRAVANTHI
46	232346 S	III B.COM COMP(B2)	K. JAYASRI
47	232347 S	III B.COM COMP(B2)	K. CHARITHA
48	232349 S	III B.COM COMP(B2)	M.JAHANAVI
49	232351 S	III B.COM COMP(B2)	M.TANUJA
50	232352 S	III B.COM COMP(B2)	N. SANKEERTHANA
51	232354 S	III B.COM COMP(B2)	P. NAGADURGA
52	232356 S	III B.COM COMP(B2)	P. LAVANYA

53	232357 S	III B.COM COMP(B2)	R. JAHANA VI
54	232358 S	III B.COM COMP(B2)	R. VYSHALI
55	232359 S	III B.COM COMP(B2)	S. THRISHA KUSUMA KUMARI
56	232343s	III B.COM COMP(B2)	Varshitha Kodali
57	232363 S	III B.COM COMP(B2)	SK. SAMINA
58	232364 S	III B.COM COMP(B2)	SK. SHAHINABEE
59	232366 S	III B.COM COMP(B2)	V.LAVANYA
60	232369 S	III B.COM COMP(B2)	Y. NEELAVATHI

8. Areas for Improvement

- **Increase hands-on practical sessions** to allow students to apply theoretical concepts in real retail environments.
- **Enhance time allocation** for interactive activities such as role plays, simulations, and case studies.
- **Incorporate more industry expert sessions** to provide current insights and real-world perspectives.
- **Expand focus on digital retail tools** such as e-commerce platforms, online payment systems, and inventory software.
- **Encourage continuous feedback mechanisms** during sessions to monitor student understanding and engagement.
- **Provide post-program follow-up or internships** to reinforce learning through practical experience.

9. Feedback Summary

Participants expressed that the **15-Day Youth Empowerment Program on Retail Team Lead** was highly informative and engaging. They appreciated the **interactive teaching methods, real-world examples, and comprehensive coverage** of both technical and soft skills.

Students highlighted that sessions on **customer service, visual merchandising, communication, and team management** were particularly valuable in building their confidence and employability. The **trainers' clarity and practical demonstrations** made learning easier and more enjoyable.

Overall, the feedback indicated **high satisfaction** with the program's structure, content, and delivery. Participants suggested including **more practical demonstrations, industry expert talks, and extended time for group activities** in future programs to further enhance the learning experience.