



Model Curriculum

QP Name: Retail Sales Associate

QP Code: RAS/Q0104

QP Version: 3.0

NSQF Level: 3

Model Curriculum Version: 1.0

Retailers Association's Skill Council of India, 703-704 Sagar Tech Plaza - A, Andheri-Kurla Road, Sakinaka Junction, Sakinaka, Andheri (E) Mumbai-400072.

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Training Parameters

Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5249.0301
Minimum Educational Qualification and Experience	Grade 10 with No Experience required. OR Grade 8 with two year of (NTC/ NAC) after 8th/ Grade 8 pass and pursuing continuous schooling in regular school with vocational subject with No Experience required. OR 8th grade pass with 2 year relevant experience OR 5th grade pass with 5 year relevant experience OR Previous relevant Qualification of NSQF Level 2 (Retail Cashier) with 1 year relevant experience
Pre-Requisite License or Training	NIL
Minimum Job Entry Age	14 years
Last Reviewed On	25/11/2021
Next Review Date	25/11/2024
NSQC Approval Date	25/11/2021
QP Version	3.0
Model Curriculum Creation Date	04/01/2023
Model Curriculum Valid Up to Date	25/11/2024
Model Curriculum Version	1.0
Minimum Duration of the Course	360 hours
Maximum Duration of the Course	360 hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Process credit applications for purchases
- Help keep the store secure
- Help maintain health and safety norms
- Demonstrate products to customers
- Help customers choose right products
- Provide specialist support to customers facilitating purchases
- Maximise sales of goods & services
- Provide personalised sales & post-sales service support
- Create a positive image of self & organisation in the customer's mind
- Resolve customer concerns
- Organise the delivery of reliable service
- Improve customer relationship
- Monitor and solve service concerns
- Promote continuous improvement in service
- Work effectively in a retail team
- Work effectively in an organization
- Employability Skills

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module (Self Study)	00:00	00:00			00:00
Introduction to Retail Sector	00:00	00:00			00:00
RAS/N0126: To help customers choose right products. NSQF Level: 3	10:00	17:00	03:00		30:00
Suggesting Right Products to Customers	10:00	17:00	03:00		30:00
RAS/N0125: To demonstrate products to customers NSQF Level: 3	08:00	17:00	05:00		30:00
Product Demonstration	08:00	17:00	05:00		30:00
RAS/N0127: To provide specialist support to customers facilitating purchases NSQF Level: 3	10:00	15:00	05:00		30:00
Provide Specialist Advise to the Customers	10:00	15:00	05:00		30:00
RAS/N0128: To maximise sales of goods & services NSQF Level: 3	05:00	05:00	05:00		15:00
Maximizing sales	05:00	05:00	05:00		15:00
RAS/N0129: To provide personalised sales & post-sales service support NSQF Level: 3	05:00	05:00	05:00		15:00
Provide Personalized Sales & After Sales Support	05:00	05:00	05:00		15:00
RAS/N0130: To create a positive image of self & organisation in the customer's mind NSQF Level: 3	05:00	05:00	05:00		15:00
Building positive image in the mind of customers	05:00	05:00	05:00		15:00
RAS/N0132: To resolve customer concerns NSQF Level: 3	12:00	13:00	05:00		30:00

Resolving Customer Concerns	12:00	13:00	05:00		30:00
RAS/N0133: To organise the delivery of reliable service NSQF Level: 3	05:00	08:00	02:00		15:00
Organising Service Delivery	05:00	08:00	02:00		15:00
RAS/N0134: To improve customer relationship NSQF Level: 3					
RAS/N0135: To monitor and solve service concerns NSQF Level: 3	10:00	10:00	10:00		30:00
Customer Relationship Management	10:00	10:00	10:00		30:00
RAS/N0136: To promote continuous improvement in service NSQF Level: 3	05:00	05:00	05:00		15:00
Continuous Service Improvement	05:00	05:00	05:00		15:00
RAS/N0114: To process credit applications for purchases NSQF Level: 3	05:00	10:00	00:00		15:00
Processing Applications for Purchase on Consumer Credit/Loan	05:00	10:00	00:00		15:00
RAS/N0120: To help keep the store secure NSQF Level: 3	05:00	05:00	05:00		15:00
Store security	05:00	05:00	05:00		15:00
RAS/N0122: To help maintain health and safety NSQF Level: 3	05:00	05:00	05:00		15:00
Maintain health and safety	05:00	05:00	05:00		15:00
RAS/N0137: To work effectively in a retail team NSQF Level: 3					
RAS/N0138: To work effectively in an organisation NSQF Level: 3	16:00	14:00			30:00
Working effectively in a Team	16:00	14:00			30:00
DGT/VSQ/N0102: Employability skills NSQF Level:4	24:00	36:00			60:00

Introduction to employability skills	00:30	01:00			01:30
Constitutional values - Citizenship	00:30	01:00			01:30
Become a professional in 21 st century	01:00	01:30			02:30
Basic English skills	04:00	06:00			10:00
Career Development and Goal settings	01:00	01:00			02:00
Communication Skills	02:00	03:00			05:00
Diversity and inclusion	01:00	01:30			02:30
Financial and legal literacy	02:00	03:00			05:00
Essential Digital skills	04:00	06:00			10:00
Entrepreneurship	03:00	04:00			07:00
Customer Service	02:00	03:00			05:00
Getting Ready for apprenticeship and jobs	03:00	05:00			08:00
Total Duration	130:00	170:00	60:00		360:00

Module Details

Module 1: Introduction to Retail (Self Study)

Bridge Module

Terminal Outcomes:

- Outline the evolution of retail in India
- Distinguish between traditional and modern retailing in India
- Identify the elements involved in retail supply chain

<i>Duration: 00:00</i>	<i>Duration: 00:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Outline the current scenario of the retailing sector in India. • List the factors that lead to growth of retailing sector in India. • Compare traditional and modern retail sector in India. • Discuss the roles and responsibilities of Retail Sales associate. • Illustrate different retail formats. • Describe the role of various departments and functions in a modern retailing operation. • Discuss about supply chain management 	
Classroom Aids	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers	
Tools, Equipment and Other Requirements	
Posters and charts for describing the retail sector	

Module 2: Suggesting Right Products to Customers

Mapped to RAS/N0126

Terminal Outcomes:

- Demonstrate the process to help customers choose products.
- Discuss how to identify the customer's preferences and buying decisions when making sales.
- Apply sales techniques to suggest suitable products to customers.

<i>Duration: 10:00</i>	<i>Duration: 17:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe clearly and accurately relevant product features and benefits to customers. • Discuss the need to compare and contrast products in ways that help customers choose the product that best meets their needs. • Identify the verbal and non-verbal buying signals of the customer. • List the consumer rights that apply to the customers. • Discuss the importance of suggesting additional products and promoting more products to the customers. 	<ul style="list-style-type: none"> • Demonstrate the steps of sales process in a roleplay. • Roleplay to use probing techniques to identify precise requirements of the customer. • Roleplay a situation to compare products in ways that help customers choose the product that best meets their needs. • Roleplay a situation to propose best solutions that matches the needs and requirements of the customers. • Roleplay a situation to interpret customers responses to his/her explanations and confirm their interest in the product. • Roleplay a situation to use objection handling techniques to resolve objections and queries of customers in way that promotes sales and keeps customer confidence. • Roleplay a situation to acknowledge the customers buying decisions.
Classroom Aids	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards	
Tools, Equipment and Other Requirements	
Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers	

Module 3: Product Demonstration

Mapped to RAS/N0125

Terminal Outcomes:

- Perform the steps to prepare for product demonstration.
- Explain the importance of conducting product demonstration to the customers in the store.

<i>Duration: 08:00</i>	<i>Duration: 17:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of providing information to the customers on the product. • List the logical steps of demonstrating a product by showing the use and the value of the products. • Explain the significance of probing the customers to identify their needs. • Explain the importance of mapping the needs of the customer to the benefits and features of the products. • List key safety guidelines to be followed in demonstration area. • Explain the need to manage his or her time spent with the customers to match the value of the prospective purchase. • Discuss the importance of suggesting additional products and promoting more products to the customers 	<ul style="list-style-type: none"> • Dramatize a scenario on preforming the steps to prepare the demonstration area and check that it can be used safely. • Roleplay a situation of customer interaction to identify the needs of customers from the information provided by them. • Roleplay a situation to identify if the customer is willing to see a demonstration. • Roleplay a situation to explain. the features and benefits of products to the customers they have shown interest in. • Use probing techniques to identify precise requirements of the customer in a role play. • Demonstrate products that best matches between the customer’s needs and the stores need to make sales. • Show how to demonstrate products in a safe manner and in a way that does not impedes with other people. • Role play a situation to identify and use suitable opportunities to promote other products which will meet the customer’s needs
Classroom Aids	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards	
Tools, Equipment and Other Requirements	
Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers	

Module 4: Provide Specialist Advise to the Customers

Mapped to RAS/N0127

Terminal Outcomes:

- Discuss the importance of giving customers information and advice on specialist products.
- Demonstrate specialist products to customers.

<i>Duration: 10:00</i>	<i>Duration: 15:00</i>
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • State the meaning of specialist products. • Describe the role of the retail sales associate in demonstration of specialist products. • Explain the importance of mapping the needs of the customer to the benefits and features of the products. • Describe the need to help customers decide what to buy. • Describe the terms feature, advantage, and benefit of a specialist product. • Describe the terms individual interest and needs, information relevant to individual needs. • Explain the importance of: <ul style="list-style-type: none"> ○ Comparing and contrasting the features and benefits of the specialist products. ○ Providing information that is relevant to their individual needs, such as speed of internet, processing speed, Wi-Fi facility, etc. ○ Finding out specific needs/interest and prioritise the specific needs. ○ Stating benefits of features that meet the needs. ○ Demonstrating the specialist product following the safety guidelines. ○ Keeping the customer engaged and interested during the demonstration. ○ Adapting your style to appeal to different kinds of customers. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Roleplay a situation to identify the needs of customers from the information provided by them • Roleplay a scenario to help the customer understand the features and benefits of the products they have shown interest • Show how to communicate to the customers politely and in ways that promote sales and goodwill • Show how to demonstrate products in a safe manner in a way that does not impeded with other people • Demonstrate products that best matches between the customer’s needs and the stores need to make sales • Identify if the customer is willing to see a demonstration • Show how to manage his or her time spent with the customers to match the value of the prospective purchase • Give opportunities to the customers to use the product themselves • Verify the severability and availability of the products before giving a demonstration
<p>Classroom Aids</p> <p>LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards</p>	
<p>Tools, Equipment and Other Requirements</p>	

Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers

Module 5: Maximising Sales

Mapped to RAS/N0128

Terminal Outcomes:

- Discuss the role of sales promotions in a retail store
- Identify opportunities to increase sales of particular products
- Explain the process to promote products

<i>Duration: 05:00</i>	<i>Duration: 05:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the need to identify promotional opportunities and estimate their potential to increase sales. • Discuss about seasonal trend that effect on sales opportunities. • State the reasons to take effective actions for converting promotional sales into regular future sales. 	<ul style="list-style-type: none"> • Roleplay a situation to report promotional opportunities to the concerned authority. • Roleplay a situation to inform customers about promotions in a persuasive way. • Dramatize the process of collecting and communicating relevant and accurate information about the effectiveness of promotions to the concerned authority. • Roleplay a situation to demonstrate the use of persuasion technique to encourage customers to buy the product being promoted. • Prepare a sample report to show how to record the results of promotions clearly and Accurately.
Classroom Aids	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards	
Tools, Equipment and Other Requirements	
Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers	

Module 6: Provide personalised sales & after sales support

Mapped to RAS/N0129

Terminal Outcomes:

- Explain the significance of providing personalized service to the customers
- Follow best practices in providing personalized sales in retail store
- Illustrate the process to provide an after sales service

<i>Duration: 05:00</i>		<i>Duration: 05:00</i>	
Theory – Key Learning Outcomes		Practical – Key Learning Outcomes	
<ul style="list-style-type: none"> • Explain the significance of building rapport with the client. • List the advantages and benefits of providing personalized sales and service support to the customers. • Discuss the importance of recommending products or services to the customers in polite and confident manner. • Explain the importance of pacing client consultations to make good use of the selling time while maintaining good relations with the client. • Explain the need to follow company's customer service standards while dealing with the customers. • Discuss the importance of maintaining customer profile with confidentiality. • List the steps to record and maintain client information on the system of the organization. 		<ul style="list-style-type: none"> • Display courteous and genuine attitude towards the customers when providing personalised service to them through a roleplay. • Demonstrate how to prepare the demonstration area for a personalised consultation with the customer. • Roleplay a situation to cross sell and up sell products to the customers. • Roleplay a situation to identify customers buying needs, preferences, and priorities by using probing techniques. • Roleplay a situation to recommend customers the products or services by explaining them about the features and benefits of the products. • Roleplay a situation to use probing techniques to tactfully identify how much the client wants to spend in a roleplay. • Dramatize a situation to propose customers promptly any other suitable products or services when the desired product is not available in a roleplay. • Prepare a sample report to record and update client records. • Show how to store the client's records in a safe manner to maintain confidentiality. 	
Classroom Aids			
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards			
Tools, Equipment and Other Requirements			

Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers

Module 7: Building positive image in the mind of customers

Mapped to RAS/N0130

Terminal Outcomes:

- Identify the elements that help in building a positive image of self and the organization in the minds of the customers
- Identify the methods of responding appropriately to customers
- Explain the standards for appearance and behaviour in creating a positive image of self.

<i>Duration: 05:00</i>	<i>Duration: 05:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the key factors that help in creating a positive image of self and the organisation. • List the organisations standards for grooming, appearance, and behaviour. • List different types of customers behaviour • List the appropriate behaviors that need to be adapted to respond effectively to different types of customers behaviour • Explain the importance of responding promptly and positively to customers' questions and comments. • Explain the significance of customer loyalty. • List the procedures followed to quickly locate information that will help customers. 	<ul style="list-style-type: none"> • Roleplay a situation to demonstrate friendliness and respect while greeting customers in the store. • Roleplay a customer complaint handling situation to demonstrate a communication and behaviour that makes the customer feel valued and respected. • Roleplay a situation to identify and gauge the customers understanding on the information provided to them. • show how to confirm customers' expectations and needs through a roleplay. • Show how to promptly respond to the customers seeking assistance through a dramatized situation through a roleplay. • Roleplay a situation to show how to inform customers the reason why their needs or expectations cannot be met.
Classroom Aids	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards	
Tools, Equipment and Other Requirements	
Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers	

Module 8: Resolving Customer Concerns

Mapped to RAS/N0132

Terminal Outcomes:

- Identify customer service problems.
- Explain how to pick the best solution to resolve customer problems.
- Demonstrate actions to resolve customer service problems.

<i>Duration: 12:00</i>	<i>Duration: 13:00</i>
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • State the importance of staying calm while handling customer complaints • List key active listening techniques when handling customer complaints. • Explain the importance of acknowledging the issue and identify options for resolving them. • Discuss the best practices followed in negotiating with customers to resolve complaints. • Discuss the need to provide alternative solutions to the customers that may resolve their problems if you are unable to help. • List the situations when the customer complaints need escalations. • Identify the process to implement the option agreed with the customer. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Dramatize a situation with the customer to communicate amicable resolution to their problem. • Use proper tone and intonation when handling customer complaints in a roleplay. • Roleplay a situation to demonstrate traits of behaviour and verbal communication in a way that recognizes customers' problems and understands their points of view. • Demonstrate the process of working together with team to resolve customer concerns. • Roleplay a situation to resolve a customer service problem by working together with the team by using standard practices/ policies. • Use a sample template to report customer feedback with others to identify potential problems before they happen. • Roleplay a situation to demonstrate collection of feedback from customers about their overall experience. • Dramatize a situation to provide complete and accurate information to the customers on the progress of their desired resolutions of complaints.
<p>Classroom Aids</p> <p>LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards</p>	
<p>Tools, Equipment and Other Requirements</p> <p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers</p>	

Module 9: Organising Service Delivery

Mapped to RAS/N0133

Terminal Outcomes:

- Plan and organise delivering reliable service to the customers
- Describe the process to review and maintain customer service delivery
- Use recording systems to maintain reliable customer service

<i>Duration: 05:00</i>	<i>Duration: 08:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the significance of giving prompt attention to customers • Discuss the importance of planning and organizing daily workload along with the unexpected additional workloads • Describe the process to consistently meet customers' expectations • Explain the need to maintain balance between demanding customers and customers seeking attention • State the importance of improving reliability of his/her services based on customers comments 	<ul style="list-style-type: none"> • Show how to Plan, prepare and organise delivery of services/products to different customers through a group discussion. • Dramatize a situation to communicate with your colleagues and take appropriate actions on repeated comments made by customers • Demonstrate the steps to deliver reliable customer service by consistently meeting customer expectation • Dramatize a situation to show how to deliver reliable service during busy and quiet periods • Discuss in a group to show how to maintain service delivery during unexpected failure of system and lack of resources • Demonstrate the process of recording feedbacks to maintain reliable customer service • Show how to retrieve relevant customer service information in an appropriate format from the customer database. • Roleplay a situation to use appropriate methods to promptly locate information to solve a customer's query
Classroom Aids	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards	
Tools, Equipment and Other Requirements	
Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers	

Module 10: Customer Relationship Management

Mapped to RAS/N0134 & RAS/N0135

Terminal Outcomes:

- Explain the benefits of maintaining good relationships with the customers.
- Show how to balance the needs of customers and the organization.
- Describe the standard procedure to review and report the problems arising while providing customer service to concerned authorities.
- Follow the best practices to monitor and resolve customer service issues.

<i>Duration: 10:00</i>	<i>Duration: 10:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • State the principles of good customer service relationship • Explain the importance of making customers feel valued • Explain the importance of integrating customer service etiquettes • Outline best practices followed to exceed customers' expectation • List different types of customer behaviour and methods to respond to them effectively • Discuss the effective methods to handle difficult situation and difficult customers • Outline the best practices followed to monitoring and resolve customer service issues • Identify and confirm with customers that they are comfortable with the actions being taken • Identify repeated customer service problems • Identify the solutions for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option • Identify solutions to reduce repeated problems by seeking approval from authorised personnel on change in organizational guidelines. • Explain the significance of keeping customers well informed about the steps being taken to solve service problems. 	<ul style="list-style-type: none"> • Roleplay a situation to demonstrate best methods of communication to deal with customers and meet customers' expectations. • Roleplay a situation to communicate promptly to the customers when their expectations cannot be met and suggest alternatives if available. • Dramatize a situation to demonstrate the process to negotiate and agree solutions with customers which satisfy them and are acceptable to the organisation. • Roleplay a situation to recommend alternative solutions to customers within the store or outside the store. • Discuss in a group to show how to go above and beyond take extra efforts to improve his/her relationship with customers basis a sample case study/ situation. • Discuss in a group basis a case study/ situation to show how to respond positively to customer service problems following guidelines • Roleplay a situation working in team to solve customer service concerns. • Dramatize a situation to inform managers and colleagues of the steps taken to solve specific problems. • Dramatize a situation to demonstrate the process to performing actions on the agreed solution. • Discuss on the basis of a case study to show how monitoring and reviewing of customer service policies are done.

Classroom Aids

LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards

Tools, Equipment and Other Requirements

Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers

Module 11: Continuous Service Improvement

Mapped to RAS/N0136

Terminal Outcomes:

- Plan improvements in customer service based on customer feedback
- Explain how to implement changes in customer service
- Discuss how to review changes that promote continuous improvement in customer service

<i>Duration: 05:00</i>	<i>Duration: 05:00</i>
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Explain the need for customer service improvements and proposing changes by analyzing and interpreting feedback • Discuss the procedure of implementing the changes following organisational guidelines • Explain the procedure to monitor early reactions to changes and make appropriate fine-tuning adjustments • Discuss the methods to present the opportunities to the concerned authorised person to make them happen 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Dramatise a situation to use appropriate sample template to collect feedback from customers. • Roleplay a situation with the supervisor to interpret sample customer feedbacks to identify opportunities for customer service improvement • Prepare a sample report to record customer feedbacks on the effects of changes • Prepare a sample report to suggest improvements in customer service policies. • Discuss in a group to communicate the suggested improvements in customer service policies to the team members
<p>Classroom Aids</p> <p>LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards</p>	
<p>Tools, Equipment and Other Requirements</p> <p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers</p>	

Module 12: Processing application for purchase on consumer credit/loan

Mapped to RAS/N0114

Terminal Outcomes:

- Illustrate how to process applications from customers for credit facilities

<i>Duration: 05:00</i>	<i>Duration: 10:00</i>
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Identify the customers' needs for credit facilities • Describe the purpose of providing credit facility to customers at the store • List the features and conditions of the credit facilities offered by the company • Describe the process to successfully carry out the necessary credit checks and authorisation procedures • Explain the process of calculating equated monthly instalments (EMI) 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Roleplay a situation to explain the customer the features and conditions of credit facilities • Demonstrate the process of accurately filling in the documents needed to allow the customer to get credit • Demonstrate the steps to process the credit applications for purchase of products/services • Dramatize a situation to overcome difficulties in processing applications by obtaining assistance from colleagues/seniors/faculties.
<p>Classroom Aids</p> <p>LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards</p>	
<p>Tools, Equipment and Other Requirements</p> <p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers</p>	

Module 13: Store Security

Mapped to RAS/N0120

Terminal Outcomes:

- Describe how to help keep the retail environment secure

<i>Duration: 05:00</i>	<i>Duration: 05:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the common security risks faced within the store • Explain the responsibility of Retail sales associate in maintaining workplace security • List the types of loss prevention measures • State the company policy and legal requirements when dealing with security risks • Explain why it is important to identify security risks and deal with them promptly. • List the types of security risk that can arise in your workplace • State the company policies and procedures for maintaining security while working 	<ul style="list-style-type: none"> • Use approved procedures and techniques for protecting personal safety when security risks arise • Roleplay a situation to identify and report security risks to the designated person. • Show how to interpret security policies and procedures and put them in practice while working in laboratory/ at workplace. • Roleplay a situation to identify and recommend solutions for improving security breaches to the designated person
Classroom Aids	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards	
Tools, Equipment and Other Requirements	
Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers	

Module 14: Maintain health and safety

Mapped to RAS/N0122

Terminal Outcomes:

- Describe the procedures in dealing with accidents and emergencies
- Follow best practices to reduce health and safety risks

<i>Duration: 05:00</i>	<i>Duration: 05:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List different types of emergency situations that may arise in the store. • Explain the company procedures and legal requirements for dealing with accidents and emergencies. • Discuss the need for being calm and composed while dealing with accidents and emergencies. • List the steps of evacuation during emergency. • List the key health and safety policies laid down by the company and by law for a retail store. • State the importance of being always situationally aware or alert. • List the different types of potential hazards that may lead to risks and emergency. • List the methods of dealing with potential hazards. • List the risks involved while handling hazardous medications and substances. 	<ul style="list-style-type: none"> • Role play the procedure to report accidents and emergencies promptly, accurately and to the right person • Demonstrate the procedure of raising alarm in emergency situation. • Roleplay a situation to take prompt action to deal with risks. • Dramatize a situation to identify, report and mitigate potential hazards and risks at workplace. • Use prescribed procedures to demonstrate safe handling of hazardous medicines/ substances. • Prepare an incident report after recording such incidents of hazards and accidents. • Use equipment and materials in line with the manufacturer's instructions.
Classroom Aids	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards	
Tools, Equipment and Other Requirements	
Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amira, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangles, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, sample incident report	

Module 15: Working effectively in a Team

Mapped to RAS/N0137 & RAS/N0138

Terminal Outcomes:

- Explain the need to work effectively in a team
- Demonstrate etiquettes followed at the workplace
- Develop effective work habits
- Explain the importance of working effectively in a team
- Demonstrate good interpersonal skills at personal and professional front
- Explain the importance of knowing workplace information (legal policies, sexual harassment, daily work routine, workplace information)

<i>Duration: 16:00</i>	<i>Duration: 14:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • State the meaning of teamwork • Explain the characteristics of effective teamwork • State the reporting hierarchy and escalation matrix of a retail store. • Describe the importance of prioritizing and completing the allocated tasks according to the required timeframe. • Identify work and personal priorities and achieve a balance between competing priorities. • Explain the steps in planning and organising daily work routine within the scope of the job role. • Identify the value system of the organisation. • List the consequences of poor team participation on job outcomes. • Describe the process to identify and display a non-discriminatory attitude with customers and other staff members • Discuss the impact of dressing appropriately as required by the workplace, job role and level of customer contact • Explain the characteristics of effective teamwork • Discuss with the concerned authority goals that are relevant, realistic, and clear • Identify the knowledge and skills needed to achieve goals • Explain the importance of regularly monitoring his/her progress • Describe the process of getting 	<ul style="list-style-type: none"> • Illustrate the reporting hierarchy and escalation matrix of a typical retail store • Role play a situation of customer service interaction to demonstrate courteous and helpful behaviour at all times during the interaction with the customer. • Use questioning techniques to clarify doubts on instructions or responsibilities • Role play a situation of customer interaction to demonstrate usage of appropriate gestures or simple words to communicate where language barriers exist. • Demonstrate practices personal hygiene in alignment with the standard practices while working in the lab • Dramatize a situation to seek assistance when difficulties arise while working in a retail lab • Demonstrate ways to ask questions to seek clarification on workplace information • Show how to interpret, confirm, and act on workplace information, instructions, and procedures relevant to the particular task • Show how to interpret, confirm, and act on legal requirements in regard to anti-discrimination, sexual harassment, and bullying • Discuss in a group to identify how alternate solutions can be suggested to colleagues if he/she is unable to fulfill to the promise • Dramatize a situation to provide clear, accurate and relevant information and

<p>feedback on his/her performance from the concerned authority</p> <ul style="list-style-type: none"> • List the best practices followed in planning and organising daily work routine • Identify how to seek assistance when difficulties arise • Discuss about giving colleagues opportunities to practice new skills, and give constructive feedback • Explain the importance of providing assistance to the colleagues within the acceptable workplace timeframe • State the process to check that health, safety, and security are not compromised when helping others to learn 	<p>advice relating to tasks and procedures</p> <ul style="list-style-type: none"> • Show how to ask questions to seek and clarify workplace information
<p>Classroom Aids</p>	
<p>LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Display Racks - Gondola / Shelves, Display/Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Amirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Light box); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers</p>	

Module 16: Employability Skills

Mapped to: DGT/VSQ/N0102

Key Learning Outcomes:

Introduction to Employability Skills Duration: 1.5 Hours

After completing this programme, participants will be able to:

1. Discuss the Employability Skills required for jobs in various industries
2. List different learning and employability related GOI and private portals and their usage

Constitutional values - Citizenship Duration: 1.5 Hours

3. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
4. Show how to practice different environmentally sustainable practices.

Becoming a Professional in the 21st Century Duration: 2.5 Hours

5. Discuss importance of relevant 21st century skills.
6. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.
7. Describe the benefits of continuous learning.

Basic English Skills Duration: 10 Hours

8. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone
9. Read and interpret text written in basic English
10. Write a short note/paragraph / letter/e-mail using basic English

Career Development & Goal Setting Duration: 2 Hours

11. Create a career development plan with well-defined short- and long-term goals

Communication Skills Duration: 5 Hours

12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.
13. Explain the importance of active listening for effective communication
14. Discuss the significance of working collaboratively with others in a team

Diversity & Inclusion Duration: 2.5 Hours

15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD
16. Discuss the significance of escalating sexual harassment issues as per POSH act.

Financial and Legal Literacy Duration: 5 Hours

17. Outline the importance of selecting the right financial institution, product, and service
18. Demonstrate how to carry out offline and online financial transactions, safely and securely
19. List the common components of salary and compute income, expenditure, taxes, investments etc.
20. Discuss the legal rights, laws, and aids

Essential Digital Skills Duration: 10 Hours

21. Describe the role of digital technology in today's life
22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
23. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely
24. Create sample word documents, excel sheets and presentations using basic features
25. utilize virtual collaboration tools to work effectively

Entrepreneurship Duration: 7 Hours

26. Explain the types of entrepreneurship and enterprises
27. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan
28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
29. Create a sample business plan, for the selected business opportunity

Customer Service Duration: 5 Hours

30. Describe the significance of analyzing different types and needs of customers
31. Explain the significance of identifying customer needs and responding to them in a professional manner.
32. Discuss the significance of maintaining hygiene and dressing appropriately

Getting Ready for apprenticeship & Jobs Duration: 8 Hours

33. Create a professional Curriculum Vitae (CV)
34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
35. Discuss the significance of maintaining hygiene and confidence during an interview
36. Perform a mock interview
37. List the steps for searching and registering for apprenticeship opportunities

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S No.	Name of the Equipment	Quantity
1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required
<i>Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.</i>		

Module 17: On-the-Job Training

Mapped to Retail Sales Associate RAS/Q0104

Mandatory Duration: 60:00 hrs	Recommended Duration: NA
Location: Workplace/ On Site	
Terminal Outcomes	
<ul style="list-style-type: none"> • Demonstrate the steps to process the credit applications for purchase of products/services • Use approved procedures and techniques for protecting personal safety when security risks arise • Demonstrate the procedure of raising alarm in emergency situation • Perform the steps to prepare the demonstration area and check that it can be used safely • Demonstrate the process to help customers choose products • Demonstrate specialist products to customers • Prepare a sample report to show how to record the results of promotions clearly and accurately • Display courteous and genuine attitude towards the customers when providing personalised service to them • Demonstrate actions to resolve customer service problems • Demonstrate the steps to deliver reliable customer service by consistently meeting customer expectation • Show how to balance the needs of customers and the organization • Prepare a report to record customer feedbacks on the effects of changes • Prepare a report to suggest improvements in customer service policies. • Demonstrate etiquettes followed at the workplace • Demonstrate good interpersonal skills at personal and professional front 	

Annexure

Trainer Requirement for Domain Skills

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
For Existing Trainers						
12 th Pass		4	Retail Store Operations or Sales including minimum 1 year of Supervisory experience.	0	Training experience	
OR						
12 th Pass		4	Retail Store Operations or Sales including minimum 1 year of Training experience.	1	Training experience	
OR						
Diploma / Graduate	Retail Operations/ Retail Management	2	Retail Store Operations or Sales including minimum 1 year of supervisory experience	0	Training experience	
OR						
Diploma / Graduate	Retail Operations/ Retail Management	2	Retail Store Operations or Sales including minimum 1 year of Training experience.	1	Training experience	
For New Trainers						
12 th Pass		4	Retail Store Operations or Sales	0		
OR						
Diploma / Graduate	Retail Operations/ Retail Management	2	Retail Store Operations or Sales	0		

Trainer Certification	
Domain Certification	Platform Certification
Retail Sales Associate QP (RAS/Q0104) Minimum pass percentage:80%	Trainer QP (MEP/Q2601) Minimum pass percentage: 80%

Trainer Requirement for Employability Skills

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate/CITS	Any discipline			2	Teaching experience	Prospective ES trainer should: <ul style="list-style-type: none"> • have good communication skills • be well versed in English • have digital skills • have attention to detail • be adaptable • have willingness to learn
Current ITI trainers	Employability Skills Training (3 days full-time course done between 2019-2022)					
Certified current EEE trainers (155 hours)	from Management SSC (MEPSC)					
Certified Trainer	Qualification Pack: Trainer (MEP/Q0102)					

Domain Certification	Platform Certification
Certified in 60-hour Employability NOS (2022), with a minimum score of 80% OR Certified in 120-, 90-hour Employability NOS (2022), with a minimum score of 80%	NA

Master Trainers Requirements for Employability Skills

Master Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate/CITS	Any discipline			3	Employability Skills curriculum training experience with an interest to train as well as orient other peer trainers	Prospective ES Master trainer should: <ul style="list-style-type: none"> • have good communication skills • be well versed in English • have basic digital skills
Certified Master Trainer	Qualification Pack: Master Trainer (MEP/Q2602)			3	EEE training of Management SSC (MEPSC) (155 hours)	<ul style="list-style-type: none"> • have attention to detail • be adaptable • have willingness to learn • be able to grasp concepts fast and is creative with teaching practices and likes sharing back their learning with others

Master Trainer Certification	
Domain Certification	Platform Certification
Certified in 60-hour Employability NOS (2022), with a minimum score of 90% . OR Certified in 120-, 90-hour Employability NOS (2022), with a minimum score of 90%	NA

Assessor Requirements for Domain Skills

Assessors Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
For Existing Assessors						
12 th Pass		4	Retail Store Operations or Sales including minimum 1 year of Supervisory experience.	0	Training / Assessment experience	
OR						
12 th Pass		4	Retail Store Operations or Sales including minimum 1 year of Training/assessment experience.	1	Training / Assessment experience	
OR						
Diploma / Graduate	Retail Operations/ Retail Management	2	Retail Store Operations or Sales including minimum 1 year of supervisory experience	0	Training / Assessment experience	
OR						
Diploma / Graduate	Retail Operations/ Retail Management	2	Retail Store Operations or Sales including minimum 1 year of Training/assessment experience.	1	Training / Assessment experience	
For New Assessors						
12 th Pass		4	Retail Store Operations or Sales	0		
OR						
Diploma / Graduate	Retail Operations/ Retail Management	2	Retail Store Operations or Sales	0		

Assessor Certification	
Domain Certification	Platform Certification
Retail Sales Associate QP (RAS/Q0104) Minimum pass percentage: 80%	Assessor QP (MEP/Q2701) Minimum pass percentage: 80%

Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

Assessment will be done by RASCI-affiliated assessment agencies. The assessors / proctors will be trained & certified by SSC through Training of Assessors / Proctors program. The emphasis will be on practical skills and knowledge based on the performance criteria. The assessment papers are developed by Subject Matter Experts (SME), as per the assessment criteria mentioned in the Qualification Pack. The assessment papers are also checked for the various outcome-based parameters such as quality, time taken, precision, tools & equipment requirement, etc. The assessment sets are then reviewed by SSC official for consistency.

Testing Tools

- Carry out assessments under realistic work pressures that are found in the normal industry workplace.
- Ensure that the range of materials, equipment and tools that learners use are current and of the type routinely found in the normal industry workplace environments.

Assessment Type	Formative or Summative	Strategies
Theory	Summative	(Web proctoring/Paper pencil/Tab based): Written test will be Multiple Choice Questions (MCQ) based. In case of availability of internet connectivity, the test will be hosted on web (online). In case of absence of internet connectivity, the test will be administered in offline mode on a tablet or via paper pencil.
Practical	Summative	This test will be administered through online digital assessment platform in the form of situation based / case based multiple choice questions

The assessment results are backed by evidences collected by assessors.

1. The assessor / proctor needs to collect a copy of the attendance for the training done under the scheme. The attendance sheets are signed and stamped by the in charge / Head of the Training Centre.
2. The assessor / proctor needs to verify the authenticity of the candidates by checking the photo ID card issued by the institute as well as any one Photo ID card issued by the Central/Government. The same needs to be mentioned in the attendance sheet. In case of suspicion, the assessor should authenticate and cross verify trainee's credentials in the enrolment form.

3. The assessor / proctor needs to punch the trainee's roll number on all the evidences.
4. The assessor / proctor can take a photograph of all the students along with the assessor standing in the middle and with the centre name/banner at the back as evidence.
5. The assessor also needs to carry his/her photo ID card.

The assessment agencies are instructed to hire assessors / proctors with integrity, reliability and fairness. Each assessor shall sign a document with its assessment agency by which they commit themselves to comply with the rules of confidentiality and conflict of interest, independence from commercial and other interests that would compromise impartiality of the assessments.

Assessment Strategy for Employability Skills

The trainee will be tested for the acquired skill, knowledge and attitude through formative/summative assessment at the end of the course and as this NOS and MC is adopted across sectors and qualifications, the respective AB can conduct the assessments as per their requirements.

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards