Model Curriculum

NOS Name: Introduction to Retail Data Analytics

NOS Code: RAS/N0178

NOS Version: 1.0

NSQF Level: 4.5

Model Curriculum Version: 1.0

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Training Parameters

Sector	Retail
Sub-Sector	Retail Operations
Occupation	Store Operations
Country	India
NSQF Level	4.5
Aligned to NCO/ISCO/ISIC Code	NA
Minimum Educational Qualification and Experience	• Completed or pursuing 1st year of 3 year/ 4 year UG or equivalent in Business Analytics or related fields (e.g., Data Science, Retail Management with Analytics specialization). • 12th Grade pass with 1.5 year of relevant experience in retail operations. (Proficiency in basic computer usage, including spreadsheets such as Excel). • Previous relevant Qualification of NSQF Level 4 with 1.5-year relevant experience in retail operations. • Previous relevant Qualification of NSQF Level 3.5 with 3-year relevant experience in retail operations.
Pre-Requisite License or Training	NIL
Minimum Job Entry Age	-
Last Reviewed On	NA
Next Review Date	08/05/2028
NSQC Approval Date	08/05/2025
QP Version	1.0
Model Curriculum Creation Date	19/10/2024
Model Curriculum Valid Up to Date	08/05/2028
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Minimum Duration of the Course	120 hours
Maximum Duration of the Course	120 hours

Program Overview

The "Basics of Retail Data Analytics and Consumer Insights" program equips participants with the essential skills to collect, organize, and analyze basic retail data, supporting effective decision-making in retail environments. The program emphasizes understanding sales trends, consumer behavior, and customer feedback to enhance operations, product assortment, pricing strategies, and promotions.

Training Outcomes

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

- Collect and organize basic retail data from tools like POS systems, spreadsheets, and customer databases.
- Analyze sales trends and consumer behavior data to generate basic insights that support retail operations and decision-making.
- Understand the role of consumer feedback and surveys in gathering insights to enhance customer satisfaction and business performance.
- Apply basic data-driven decision-making processes to improve product assortment, pricing, and promotions in retail.
- Present basic data insights through simple visualizations and reports to retail teams for decision-making.
- Adhere to basic data privacy principles and understand ethical practices in data management for retail.

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	OJT Duration (Mandatory)	Total Duration
Module 1: Fundamentals of Retail Data Analytics	**10:00**	**16:00**	-	**26:00**
Module 2: Basics of Consumer Insights and Feedback Tools	**10:00**	**16:00**	-	**26:00**
Module 3: Basic Sales Trend Analysis	**10:00**	**16:00**	-	**26:00**
Module 4: Data-Driven Decision Making in Retail	**08:00**	**12:00**	-	**20:00**
Module 5: Basic Data Visualization and Reporting	**08:00**	**08:00**	-	**16:00**
Module 6: Introduction to Data Privacy, Ethics, and Security	**04:00**	**02:00**	-	**06:00**
Total Duration	**50:00**	**70:00**	-	**120:00**

Module Details

Module 1: Fundamentals of Retail Data Analytics

Terminal Outcomes:

- List the types of retail data, basic tools for data collection, and the role of data analytics in retail operations.

Duration: 10:00	*Duration: 16:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Define different types of retail data (e.g., sales, customer, inventory data) and their sources. • Explain the importance of retail data analytics in decision-making. • Identify basic tools for data collection such as POS systems, spreadsheets, and CRM systems. • Explain key concepts such as data integrity and accuracy when collecting retail data. • Explain how retail data impacts pricing, promotions, and product management decisions. • Explain how qualitative data (e.g., customer feedback) complements quantitative retail data.	• Use sample retail data to input and organize sales data in Excel or Google Sheets. • Simulate the data entry process using a retail POS system and validate accuracy. • Prepare simple reports from organized data on sales, customer transactions, and inventory.
Classroom Aids	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, and duster	
Tools, Equipment and Other Requirements	
Spreadsheets (Excel/Google Sheets) – 20 licenses, **POS system with sample transaction data** – 2 machines, **CRM software** – 2 accounts	

Module 2: Basics of Consumer Insights and Feedback Tools

Terminal Outcomes:

- Gather and analyze basic consumer insights using feedback tools and qualitative data collection methods.

Duration: 10:00	*Duration: 16:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the basics of customer feedback surveys and how they gather qualitative data. • Outline how to design simple surveys to collect customer opinions on products and services. • Discuss the techniques to interpret customer feedback to make basic improvements in products or services. • Explain the importance of customer satisfaction metrics (e.g., Net Promoter Score). • Explain the role of qualitative data in complementing sales and transaction data. • Identify tools like Google Analytics for tracking basic consumer interaction online.	• Design a basic customer feedback survey for a simulated retail store. • Analyze sample customer feedback data to generate insights for product or service improvement. • Use a sample case study to interpret qualitative customer feedback and suggest actionable changes. • Simulate the use of basic web analytics tools (e.g., Google Analytics) to track online consumer interactions.
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	
Survey software (Google Forms/SurveyMonkey) – 20 licenses, **Google Analytics** – 1 account with 20 users, **Customer feedback templates** – 20 computers	

Module 3: Basic Sales Trend Analysis

Terminal Outcomes:

- Perform basic sales trend analysis and understand consumer behavior patterns using basic data analysis tools.

Duration: 10:00	*Duration: 16:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Define basic sales metrics like total sales, average transaction value, and sales growth rates. • Describe the characteristics of consumer demographics and purchase behavior in retail. • Discuss the external factors (e.g., seasons, holidays) influence sales trends. • Classify how consumer preferences differ across product categories and regions. • Identify basic techniques to calculate sales trends and growth using spreadsheets. • Explain the role of historical data in predicting future sales trends and consumer demand. • Summarise the basics of consumer segmentation for targeted promotions.	• Use sample retail data to calculate sales growth and perform basic trend analysis in Excel. • Interpret a case study on consumer behavior to identify patterns in purchasing decisions. • Simulate the process of creating a customer profile based on demographic and transaction data. • Prepare a report on sales trends and predict future demand based on historical data.
Classroom Aids	
LCD Projector, Laptop/Computer with internet, White Board, Flip Chart, Markers, and duster	
Tools, Equipment and Other Requirements	
Excel/Google Sheets – 20 licenses, **Sample consumer and sales datasets** – 20 data sets, **Case studies on retail consumer behavior** – 5 case studies	

Module 4: Data-Driven Decision Making in Retail

Terminal Outcomes:

- Apply basic retail data to make decisions on product assortment, promotions, and inventory management.

Duration: 08:00	*Duration: 12:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain how basic data insights influence product assortment decisions in retail. • Discuss how inventory levels and stock management are impacted by sales data. • Summarise the importance of customer segmentation for targeted marketing campaigns. • Discuss the elements of consumer data that aid in development of simple promotions. • Identify the role of loyalty programs and promotions in driving repeat purchases. • Recognize how data can highlight underperforming products and recommend discontinuation.	• Analyze sample inventory data to recommend changes to stock levels and reorder points. • Use case studies to develop basic promotion strategies using sales and consumer data. • Prepare a report using simulated sales data to recommend product assortment changes. • Evaluate the success of a loyalty program using sample customer data.
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	
Inventory management software – 20 licenses, **Customer segmentation tools** – 20 computers with data sets, **Promotional analysis templates** – 20 sets	

Module 5: Basic Data Visualization and Reporting

Terminal Outcomes:

- Create simple visualizations and reports to communicate retail data insights.

Duration: 08:00	*Duration: 08:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the characteristics of basic data visualization techniques (e.g., bar charts, line graphs) for representing retail data. • List the factors that help in presenting the data insights effectively using visual aids. • Summarise the role of using tools like Excel and PowerPoint. • Explain the importance of clear communication when presenting data insights to non-technical audiences. • List the best practices for building a basic dashboard to track sales and customer metrics.	• Create simple visualizations using Excel to represent sales and consumer data. • Prepare a basic data report summarizing key insights from sales and customer data. • Simulate presenting data findings using PowerPoint for decision-making in retail.
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	
Excel/Google Sheets – 20 licenses, **PowerPoint or similar presentation software** – 20 computers, **Basic data visualization tools** – 20 computers	

Module 6: Introduction to Data Privacy, Ethics, and Security

Terminal Outcomes:

- Explain the basics of data privacy, ethics, and security in handling retail customer data.

Duration: 04:00	*Duration: 02:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the basic principles of data privacy laws. • List the ethical responsibilities of retail businesses in handling customer data. • State the consequences of data breaches and how they impact retail businesses. • Describe the basic security practices like encryption and password protection for data. • Explain the need to anonymize customer data to protect their identities.	• Simulate basic data security measures like password protection and encryption for customer data. • Analyze a case study on data breaches and suggest preventive actions for retail businesses. • Develop a basic data privacy policy for a simulated retail store.
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	
Encryption software – 1 system, **Data privacy policy templates** – 20 copies, **Risk assessment tools** – 20 licenses	

Annexure

Trainer Requirement

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
For Trainers						
Graduate/ Postgraduate	Retail Management, Business Analytics, or related field.	3	Retail operations, with exposure to basic data analytics tools (Excel, CRM, POS systems).			Proficiency in basic data analytics, sales trend analysis, and customer feedback tools

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Standalone NOS "Introduction to Retail Data Analytics", mapped to NOS: "RAS/N0178, v1.0", Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role "Trainer (VET and skills)", mapped to the Qualification Pack: "MEP/Q2601, v2.0". The minimum accepted score is 80%.

Assessor Requirements

Assessors Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
For Assessors						
Graduate/ Postgraduate	Retail Management, Business Analytics, or related field			3	Assessing retail operations and data analytics, with relevant certifications in data analysis tools.	Strong understanding of retail operations, data management, and customer feedback mechanisms.

Assessor Certification	
Domain Certification	**Platform Certification**
Certified for Standalone NOS "Introduction to Retail Data Analytics", mapped to NOS: "RAS/N0178, v1.0", Minimum accepted score is 80%	Recommended that the Assessor is certified for the Job Role: "Assessor (VET and skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0". The minimum accepted score is 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 the 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 officials 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 the web (online). In case of the 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 an online digital assessment platform in the form of case study or scenario-based Viva Voce, Role Play, or Demonstration.

The assessment results are backed by evidence collected by assessors.

1. The assessor/proctor must collect a copy of the attendance for the training 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 anyone 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 the trainee's credentials in the enrolment form.

3. The assessor/proctor needs to punch the trainee's roll number on all the evidence.
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 the 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 are 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, understandand 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