



Model Curriculum

QP Name: Retail Sales Executive

QP Code: RAS/Q0109

QP Version: 2.0

NSQF Level: 4.0

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	4.0
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5249.0301
Minimum Educational Qualification and Experience	<ul style="list-style-type: none"> • 12th Grade pass or Equivalent • 10th Grade pass or equivalent with 3 year relevant experience • Previous relevant Qualification of NSQF Level 3.0 with 3 -year relevant experience • Previous relevant Qualification of NSQF Level 3.5 with 1.5 year relevant experience
Pre-Requisite License or Training	NIL
Minimum Job Entry Age	18 years
Last Reviewed On	27/08/2024
Next Review Date	27/08/2027
NSQC Approval Date	27/08/2024
QP Version	2.0
Model Curriculum Creation Date	04/01/2023
Model Curriculum Valid Up to Date	27/08/2027
Model Curriculum Version	1.0
Minimum Duration of the Course	480 Hours
Maximum Duration of the Course	480 Hours

Program Overview

This section summarises 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.

- Service cash point/POS
- Follow point-of-sale procedures for age-restricted products
- Process customer orders for goods
- Process part exchange sale transactions
- Process credit applications for purchases
- Process payments and conduct cash and credit transactions
- Process returned goods
- Perform necessary actions to keep the store secure
- Maintain health and safety standards
- Carry out product demonstration
- Assist customer in choosing the right product
- Provide specialist support to customers facilitating purchases
- Maximise sales of goods & services
- Provide personalised sales & post-sales service support
- Monitor and resolve customer concerns
- Organize delivery of reliable service
- 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	00:00	00:00	00:00		00:00
Module 1: Introduction	00:00	00:00	00:00		00:00
RAS/N0115: To process payments RAS/N0111: To follow point-of-sale procedures for age-restricted products RAS/N0116: To process cash and credit transactions RAS/N0117: To process returned goods RAS/N0113: To process part exchange sale transactions RAS/N0112: To process customer orders for goods RAS/N0110: To service cash point / POS	72:00	78:00	30:00		180:00
Module 2: Cashier Services	72:00	78:00	30:00		180:00
RAS/N0126: To help customers choose the right products RAS/N0125: To demonstrate products to customers RAS/N0128: To maximise sales of goods & services RAS/N0129: To provide personalised sales & post-sales service support RAS/N0127: To provide specialist support to customers facilitating purchases RAS/N0114: To process credit applications for purchases	52:00	67:00	16:00		135:00
Module 3: Retail Sales Process	52:00	67:00	16:00		135:00
RAS/N0133: To organise the delivery of reliable service RAS/N0132: To resolve customer concerns RAS/N0135: To monitor and solve service concerns RAS/N0136: To promote continuous improvement in service	27:00	36:00	12:00		75:00
Module 4: Post-Sales Services	27:00	36:00	12:00		75:00

RAS/N0120: To help keep the store secure					
RAS/N0121: To Maintain Health and Safety	20:00	08:00	02:00		30:00
Module 5: Health and Safety at the Workplace	20:00	08:00	02:00		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	195:00	225:00	60:00		480:00

Module Details

Module 1: Introduction

Bridge Module

Terminal Outcomes:

- Outline the evolution of retail in India.
- List the roles and responsibilities of a Retail Sales Specialist cum Cashier.

<i>Duration: 00:00</i>	<i>Duration: 00:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • State the meaning of retail • Outline the current scenario of the retailing sector in India. • List the factors that lead to the growth of the retail sector in India. • Illustrate different forms of retail marketing. • State the significance of marketing in Retail. • Discuss the roles and responsibilities of a Retail Sales Executive. • Identify the components involved in the retail supply chain. 	
Classroom Aids	
LCD Projector, Laptop/Computer with the internet, White Board, Flip Chart, Markers	
Tools, Equipment and Other Requirements	
Posters and charts for describing the retail sector	

Module 2: Cashier Services

Mapped to RAS/N0115, RAS/N0111, RAS/N0116, RAS/N0117, RAS/N0113, RAS/N00112, RAS/N0110

Terminal Outcomes:

- Describe the steps involved in payment process.
- Identify age restricted products.
- Demonstrate the process to deal with underaged customers when they seek to purchase age restricted products.
- Explain the processing of cash and credit transaction.
- Describe the Cashier's role in Exchange or return of goods.
- Follow company policies for return, replacement, and refund.
- Provide service at Point of Sale in a Store.
- Identify customers need for products.
- Explain the significance of processing customer Orders for goods
- Manage cash points/point of sale
- Identify and resolve expected and unexpected problems in routine cash point operations
- Follow security procedures at cash points
- Follow Basic etiquettes associated with customer handling
- Identify ways to build Relationships with Internal and External Customers

<i>Duration: 72:00</i>	<i>Duration: 78:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the elements that help in building a positive image of self and the organization in the minds of the customers. • Explain the importance of responding appropriately to customers. • Describe the standards for appearance and behavior in creating a positive image of self. • Explain the significance of building relationships with internal and external customers. • Describe the components involved in payment process. • Compare between traditional and modern payment process. • Discuss ways to resolve customer concerns related to the pricing of products. • Define and Identify age-restricted products • Describe the process of selling age-restricted products only if customers provide age proof and it meets legal and company policies and procedures. • List the standard policies and procedures for asking proof of age while selling such products. 	<ul style="list-style-type: none"> • Demonstrate appropriate grooming standards and be presentable at all. • Dramatize a situation on displaying basic etiquettes associated with customer handling. • Demonstrate the steps involved in the payment process. • Role play a situation on asking for proof of age on selling age restricted products by following company policies and procedures. • Role play a situation on refusing the sale of age restricted products to the underage people. • Demonstrate the process of dealing with underaged customers when they seek to purchase age restricted products. • Identify modes of payment. • Demonstrate the steps of processing returned goods. • Dramatize a scenario on return, replacement, and refund by adhering to company policies .

<ul style="list-style-type: none"> • State the impact of selling age-restricted products to under-aged customers. • Describe the role of cashier in processing cash and credit transaction. • List the various modes of payments. • List the reasons customers might have for returning goods. • Describe the steps involved in processing of returned goods. • Explain the exchange policy offered by the store. • Describe the process to work out the exchange value of the item accurately as per company guidelines. • Illustrate the process of negotiating part exchange sales transactions with customers. • List the types of suspected fraud in a retail store. • Explain the Importance of identifying customers' needs for Products by asking probing questions. • Explain the Significance of processing customer orders for goods. • Illustrate the escalation matrix in case the order cannot be processed. • State the purpose of the Point of Sale (POS). • List the modes of payment that are accepted in the store. • Explain the process and procedures for handling cash. • List the cash equivalents that the cashier in the store handles. • Describe ways to resolve expected and unexpected problems in routine cash point operations. • Discuss the security procedures at cash points. 	<ul style="list-style-type: none"> • Demonstrate compliance with companies' policy & self-discretion to accept or refuse customers 'offers. • Demonstrate on how to negotiate part exchange sales transactions with customers. • Roleplay a situation on asking probing questions in order to identify customers' need for products. • Demonstrate the steps involved in customer order management process. • Demonstrate how to record payments from customers promptly and accurately. • Verify that credits made to customer accounts are correct. • Demonstrate how to give accurate information to the person who can raise a credit note or refund the payment. • Roleplay a scenario on conducting thorough inspection of the items being returned by customers for exchange. • Demonstrate the process to ensure that the cash points are correctly set up and operated. • Demonstrate the process of handling credit and debit card transactions. • Demonstrate the process of detecting fake notes and counterfeit payments. • Demonstrate the process of handling other cash equivalents, discounts, refunds, fractions, and currency conversions. • Role-play a scenario of dealing with counterfeit bills.
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Classroom Aids

LCD Projector, Laptop/Computer with the 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 Almirah, 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 barcodes, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy

Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers, Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers

Module 3: Retail Sales Process

Mapped to RAS/N0126, RAS/N0125, RAS/N0128, RAS/N0129, RAS/N0127, RAS/N0114

Terminal Outcomes:

- Outline the purpose of displaying welcoming attitude towards customers.
- Demonstrate the process to help customers choose right products.
- Explain the importance and role of demonstration in promoting and selling products.
- Explain the importance of conducting product demonstration to the customers in the store.
- Discuss the role of sales promotions in a retail store.
- Follow best practices in providing personalized sales in retail store.
- Illustrate the process to provide an after sales service.
- Discuss the importance of giving customers information and advice on specialist products.
- Illustrate how to process applications from customers for credit facilities.

<i>Duration: 52:00</i>	<i>Duration: 67:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of welcoming and greeting customers at the store. • State the importance of professional communication for the effective transmission of valuable information. • Explain the importance of identifying customer needs and suggest the right products for them. • Describe clearly and accurately relevant product features and benefits to customers. • Explain the importance of identifying suitable opportunities to tell the customer about associated or additional products. • Illustrate the techniques of closing sales and bill payment. • Describe the role of demonstration in promoting and selling products. • List the logical steps of demonstrating a product by showing the use and the value of the products. • List key safety guidelines to be followed in the 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 seasonal trend that effect on sales opportunities. • Explain the significance of providing personalized service to the customers. • List the advantages and benefits of 	<ul style="list-style-type: none"> • Demonstrate the following steps of Retail sales process. • Demonstrate how to use probing techniques to identify the precise requirements of the customer. • Roleplay a situation to use objection handling techniques to resolve objections and queries of customers in way that promotes sales and keeps customer confidence. • Demonstrate 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. • Dramatize a situation on using suitable opportunities to promote other products where these will meet the customer's needs. • Demonstrate the use of persuasion technique to encourage customers to buy the product being promoted. • Demonstrate products in a safe manner and in a way that does not impedes with other people. • Roleplay a situation to report promotional opportunities to the concerned authority. • Roleplay a situation to inform customers about promotions in a persuasive way.

<p>providing personalized sales and service support to the customers.</p> <ul style="list-style-type: none"> • Explain the importance of pacing client consultations to make good use of the selling time while maintaining good relations with the client. • State the meaning of specialist products. • Explain the importance of mapping the needs of the customer to the benefits and features of the products. • Discuss the need to give enough opportunities to the customers to ask questions about the products or services being demonstrated to them. • 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 • Explain the process of calculating equated monthly instalments (EMI) 	<ul style="list-style-type: none"> • Demonstrate a courteous and genuine attitude towards the customers when providing personalized service to them. • Roleplay a situation to cross sell and up sell products to the customers. • Roleplay a scenario by using probing techniques to tactfully identify how much the client wants to spend. • Demonstrate how to prepare a sample report to record and update client records. • Demonstrate how to store the client's records in a safe manner to maintain confidentiality. • Role-play a scenario to help the customer understand the features and benefits of the products they have shown an interest in. • Demonstrate the steps to engage, and suggest specialist products aligned with customer requirements. • Verify the serviceability and availability of the products before giving a demonstration. • 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/service. • Dramatize a situation to overcome difficulties in processing applications by obtaining assistance from colleagues/seniors/ faculties.
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Classroom Aids

LCD Projector, Laptop/Computer with the 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/ Standaes for product categories and offers (Different Types), Calculator, Stock Almira, 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 barcodes, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers, Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers

Module 4: Post-Sales Process

Mapped to RAS/N0133, RAS/N0132, RAS/N0135, RAS/N0136

Terminal Outcomes:

- Explain the benefits of planning and organizing delivery of reliable service to the customers.
- Identify customer service problems.
- Discuss the need to identify best solution to resolve customer problems.
- Explain the benefits of maintaining good relationships with the customers.
- Evaluate customer feedback and plan improvements in customer service.

<i>Duration: 27:00</i>	<i>Duration: 36:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • State the importance of delivering reliable service to the customers. • Explain the significance of giving prompt attention to customers. • Discuss the importance of planning and organizing daily workload along with the unexpected additional workloads. • State the importance of improving reliability of his/her services based on customers comments. • Describe the process of reviewing and maintaining customer service delivery. • List ways to find solutions to customer service problems. • State the importance of staying calm while handling customer complaints. • List key active listening techniques when handling customer complaints. • Discuss the best practices followed in negotiating with customers to resolve complaints. • State the principles of good customer service relationship. • Discuss the effective methods to handle difficult situation and difficult customers. • Outline the best practices followed to monitor and resolve customer service issues. • Explain the significance of keeping customers well informed about the steps being taken to solve service problems. • Explain the need to maintain a balance between customer and organisational needs • Discuss the procedure of implementing the changes following organizational 	<ul style="list-style-type: none"> • Show how to Plan, prepare and organize delivery of services/products to different customers through a group discussion. • Demonstrate the steps to deliver reliable customer service by consistently meeting customer expectation. • Demonstrate the process of recording feedbacks in order to maintain reliable customer service. • Dramatize a situation to communicate an amicable resolution to their problem. • Roleplay a scenario of monitoring and resolving customer service issues by following best practices. • Roleplay a situation to resolve a customer service problem by working together with the team by using standard practices/ policies. • Demonstrate on how to use a sample template to report customers feedback with others to identify potential problems before they happen. • 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. • Analyze customer feedback and suggest improvements in customer service delivery. • Demonstrate how to interpret sample customer feedbacks to identify opportunities for customer service improvement. • Demonstrate how to prepare a report to record customer feedbacks on the effects

<p>guidelines.</p> <ul style="list-style-type: none"> • Discuss the effects of changes with others by analyzing and interpreting feedback. 	<p>of changes.</p> <ul style="list-style-type: none"> • Demonstrate how to prepare a 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 the 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 Almirah, 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 barcodes, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Dangers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers, Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers</p>	

Module 5: Health and safety at workplace

Mapped to RAS/N0120 & RAS/N0121

Terminal Outcomes:

- Identify ways to keep the retail environment secure.
- Discuss ways to comply with the health and safety practices.

<i>Duration: 20:00</i>	<i>Duration: 08:00</i>
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • List the common security risks faced within the store. • Describe the role, authority, and responsibility of employees in handling security risks. • State the company policies and legal requirements when dealing with security risks. • List the types of security risks that can arise in your workplace. • State the company policies and procedures for maintaining security while working. • Explain the importance of identifying and reporting accidents and emergencies. • Explain the company procedures and legal requirements for dealing with accidents and emergencies. • 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. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate how to use approved procedures and techniques for protecting personal safety when security risks arise. • Dramatize a scenario by performing suitable actions to reduce security risks where it is within the limits of his/her responsibility and authority to do. • Role-play to report risks promptly to the right person when security risks are beyond his/her authority and responsibility. • 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. • Demonstrate the use of safety equipment's correctly and in the right situations. • Role-play to get advice and help from the right people when he/she is concerned about his ability to work safely. • Demonstrate how to use appropriate lifting and handling techniques for goods in line with manufacturer's instructions. • Demonstrate how to prepare an incident report after recording such incidents of hazards and accidents. • Use equipment and materials in line with the manufacturer's instructions
<p>Classroom Aids</p> <p>LCD Projector, Laptop/Computer with the 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 Almirah, 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 barcodes, specifications, price tags, VM elements (Mannequins - Full/Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy</p>	

Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as PayTM, PayPal, etc.), Sample of Gift Cards/Coupons/Vouchers, Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/EMI Offers

Module 6: 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 the 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 the 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 behaviour 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. utilise 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 the requirement
29. Create a sample business plan for the selected business opportunity

Customer Service **Duration: 5 Hours**

30. Describe the significance of analysing 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

Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.

Module 7: On-the-Job Training

Mapped to Retail Sales Executive RAS/Q0109

Mandatory Duration: 60:00 hrs	Recommended Duration: NA
Location: Workplace/ On Site	
Terminal Outcomes	
<ul style="list-style-type: none"> • Demonstrate appropriate grooming standards and be presentable at all. • Dramatize a situation on displaying basic etiquettes associated with customer handling. • Demonstrate the steps involved in the payment process. • Role play a situation on asking for proof of age on selling age restricted products by following company policies and procedures. • Roleplay a situation on refusing the sale of age restricted products to the underage people. • Demonstrate the process of dealing with underaged customers when they seek to purchase age restricted products. • Identify modes of payment. • Demonstrate the steps of processing returned goods. • Dramatize a scenario on return, replacement, and refund by adhering to company policies. • Demonstrate compliance with companies' policy & self-discretion to accept or refuse customers' offers. • Demonstrate the following steps of Retail sales process. • Demonstrate how to use probing techniques to identify the precise requirements of the customer. • Roleplay a situation to use objection handling techniques to resolve objections and queries of customers in way that promotes sales and keeps customer confidence. • Demonstrate 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. • Demonstrate the use of persuasion technique to encourage customers to buy the product being promoted. • Demonstrate products in a safe manner and in a way that does not impede with other people. • Roleplay a situation to inform customers about promotions in a persuasive way. • Demonstrate a courteous and genuine attitude towards the customers when providing personalized service to them. • Roleplay a situation to cross sell and up sell products to the customers. • Roleplay a scenario by using probing techniques to tactfully identify how much the client wants to spend. • Demonstrate how to prepare a sample report to record and update client records. • Role-play a scenario to help the customer understand the features and benefits of the products they have shown an interest in. • Demonstrate the steps to engage and suggest specialist products aligned with customer requirements. • Verify the serviceability and availability of the products before giving a demonstration. • 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/service.
- Dramatize a situation to overcome difficulties in processing applications by obtaining assistance from colleagues/ seniors/ faculties.
- Show how to Plan, prepare and organize delivery of services/products to different customers through a group discussion.
- Demonstrate the steps to deliver reliable customer service by consistently meeting customer expectation.
- Demonstrate the process of recording feedbacks in order to maintain reliable customer service.
- Dramatize a situation to communicate an amicable resolution to their problem.
- Roleplay a scenario of monitoring and resolving customer service issues by following best practices.
- Roleplay a situation to resolve a customer service problem by working together with the team by using standard practices/ policies.
- Demonstrate on how to use a sample template to report customers feedback with others to identify potential problems before they happen.
- 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.
- Analyze customer feedback and suggest improvements in customer service delivery.
- Demonstrate how to interpret sample customer feedbacks to identify opportunities for customer service improvement.
- Demonstrate how to prepare a report to record customer feedbacks on the effects of changes.
- Demonstrate how to prepare a report to suggest improvements in customer service policies.
- Role-play to demonstrate the usage of appropriate gestures or simple words to communicate where language barriers exists.
- Demonstrate personal hygiene practices in alignment with the standard practices while working.
- Dramatize a situation to seek assistance when difficulties arise.
- Dramatize a situation to provide clear, accurate and relevant information and advice relating to tasks and procedures.
- Demonstrate how to interpret, confirm, and act on workplace information, instructions, and procedures relevant to the particular task.
- Demonstrate how to interpret, confirm, and act on legal requirements regarding anti-discrimination, sexual harassment, and bullying.
- Dramatize on how to ask questions to seek and clarify workplace information.
- Role-play to report risks promptly to the right person when security risks are beyond his/her authority and responsibility.
- Roleplay the procedure to report accidents and emergencies promptly, accurately and to the right person.
- Demonstrate the procedure of raising alarm in emergency situation.
- Role-play to get advice and help from the right people when he/she is concerned about his ability to work safely.
- Demonstrate how to use appropriate lifting and handling techniques for goods in line with manufacturer's instructions.
- Demonstrate how to prepare an incident report after recording such incidents of hazards and accidents

Annexure

Trainer Requirement for Domain Skills

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
For Trainers						
12 th Pass		4	Retail store operations or Sales			
OR						
12 th Pass		2	Retail store operations or Sales	2	Retail store operations or Sales	
OR						
Graduate (In any Field) / Diploma in Retail Management		2	Retail store operations or Sales			
OR						
Graduate (In any Field) / Diploma in Retail Management		1	Retail store operations or Sales	1	Retail store operations or Sales	

Trainer Certification	
Domain Certification	Platform Certification
Retail Team Leader QP (RAS/Q0105) level 4.5 with minimum pass percentage:80%	Recommended that the Trainer is certified for the JOB Role Retail Sales Executive "Trainer (VET and Skills)", mapped to the Qualification Pack: "MEP/2601, V2.0"with minimum score of 80%

Trainer Requirement for Employability Skills

Trainer Pre-requisites						
Minimum Educational Qualification	Specialisation	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialisation	Years	Specialisation	
Graduate/CITS	Any discipline			2	Teaching experience	Prospective ES trainers 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 the 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 peertrainers	Prospective ES Mastertrainer should: <ul style="list-style-type: none"> • have good communication skills • be well versed in English • have basic digital skills • 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
Certified MasterTrainer	Qualification Pack: Master Trainer (MEP/Q2602			3	EEE training of Management SSC (MEPSC) (155 hours)	

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 Assessors						
12 th Pass		5	Retail Store Operations or Sales	-		
OR						
Graduate (In any Field) / Diploma in Retail Management		3	Retail Store Operations or Sales			

Assessor Certification	
Domain Certification	Platform Certification
Retail Team Leader QP (RAS/Q0105) level 4.5 with minimum pass percentage: 80%	Recommended that the Assessor is certified for the Job Role Retail Sales Executive; Assessor (VET and SKILLS)", mapped to the Qualification Pack "MEP/Q2701, V2.0" with minimum score of 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 situation based / case based multiple choice questions

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 center 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 solve a problem.
Key Learning Outcome	The 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	The 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