

QUALIFICATION FILE – Standalone NOS

Fundamentals of Retail Business

☒ Horizontal/Generic ☐ Vertical/Specialization

☒ Upskilling ☐ Dual/Flexi Qualification ☒ For ToT ☒ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills

NCrF/NSQF Level: 3.0

Submitted By:

Retailers Association's Skill Council of India
A-703/704, Sagar Tech Plaza,
7th floor, Andheri Kurla Road,
Sakinaka, Andheri (east), Mumbai – 400 072
Tel: +91-22-40058210-5

Table of Contents

Section 1: Basic Details	3
Section 2: Training Related	5
Section 3: Assessment Related	6
Section 4: Evidence of the Need for the Standalone NOS.....	7
Section 5: Annexure & Supporting Documents Check List	7
Annexure: Evidence of Level	8
Annexure: Tools and Equipment (lab set-up)	11
Annexure: Industry Validations Summary	13
Annexure: Training Details	14
Annexure: Blended Learning	15
Annexure: Standalone NOS- Performance Criteria details.....	16
Annexure: Assessment Criteria	20
Annexure: Assessment Strategy	22
Annexure: Acronym and Glossary	26

Section 1: Basic Details

1.	NOS-Qualification Name	Fundamentals of Retail Business															
2.	Sector/s	Retail															
3.	Type of Qualification ☒ New ☐ Revised	NQR Code & version of the existing /previous qualification: <i>(change to previous, once approved)</i>	Qualification Name of the existing/previous version: <i>(previous, once approved)</i>														
4.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval.)</i>	NG-03-OR-04253-2025-V1-RASCI	5. NCrF/NSQF Level: 3.0														
6.	Brief Description of the Standalone NOS	This occupational standard outlines the fundamental skills and knowledge required to engage with customers, identify their needs, demonstrate product features and benefits based on those needs, handle basic objections, and assist in the payment process in a retail environment															
7.	Eligibility Criteria for Entry for a Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Relevant Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>10th grade pass or pursuing</td> <td rowspan="2">No experience</td> </tr> <tr> <td>2.</td> <td>Grade 8 pass with two year of (NTC/ NAC) after 8th</td> </tr> <tr> <td>3.</td> <td>Previous relevant Qualification of NSQF Level 3.0</td> <td>1.5-year relevant experience in retail operations</td> </tr> <tr> <td>4.</td> <td>Previous relevant Qualification of NSQF Level 2.5</td> <td>3-year relevant experience in retail operations</td> </tr> </tbody> </table> b. Age <i><Please specify age only in case of any legal restrictions></i>:		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)	1.	10th grade pass or pursuing	No experience	2.	Grade 8 pass with two year of (NTC/ NAC) after 8th	3.	Previous relevant Qualification of NSQF Level 3.0	1.5-year relevant experience in retail operations	4.	Previous relevant Qualification of NSQF Level 2.5	3-year relevant experience in retail operations
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)															
1.	10th grade pass or pursuing	No experience															
2.	Grade 8 pass with two year of (NTC/ NAC) after 8th																
3.	Previous relevant Qualification of NSQF Level 3.0	1.5-year relevant experience in retail operations															
4.	Previous relevant Qualification of NSQF Level 2.5	3-year relevant experience in retail operations															
8.	Credits Assigned to this NOS-Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	02	9. Common Cost Norm Category (I/II/III) <i>(wherever applicable): II</i>														

10.	Any Licensing Requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	Not Applicable																	
11.	Training Duration by Modes of Training Delivery <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i>	☐ Offline Only ☒ Online Only ☐ Blended <table border="1"> <thead> <tr> <th>Training Delivery Mode</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Online</td> <td>25</td> <td>35</td> <td>60</td> </tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i>						Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)	Classroom (offline)	-	-	-	Online	25	35	60
Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)																
Classroom (offline)	-	-	-																
Online	25	35	60																
12.	Assessment Criteria	<table border="1"> <thead> <tr> <th>Theory (Marks)</th> <th>Practical (Marks)</th> <th>Project (Marks)</th> <th>Viva (Marks)</th> <th>Total (Marks)</th> <th>Passing %age</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>60</td> <td>-</td> <td>-</td> <td>100</td> <td>50</td> </tr> </tbody> </table>						Theory (Marks)	Practical (Marks)	Project (Marks)	Viva (Marks)	Total (Marks)	Passing %age	40	60	-	-	100	50
Theory (Marks)	Practical (Marks)	Project (Marks)	Viva (Marks)	Total (Marks)	Passing %age														
40	60	-	-	100	50														
13.	Is the NOS Amenable to Persons with Disability	☒ Yes ☐ No If “Yes”, specify applicable type of Disability: Locomotor																	
14.	Progression Path After Attaining the Qualification, wherever applicable <i>(Please show Professional and Academic progression)</i>	NA																	
15.	How participation of women will be encouraged?	Through women’s organisations for social welfare, Higher and General education institutes, designated NGOs for Women’s Welfare & Development																	
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																	
17.	Is similar NOS available on NQR-if yes, justification for this qualification	☐ Yes ☒ No URLs of similar Qualifications:																	
18.	Name and Contact Details Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Ms. Amruta Khodke Email: amruta.khodke@rasci.in																	

		Contact No: +91 22 40058210-5; Ext. 17 Website: https://www.rasci.in
19.	Final Approval Date by NSQC: 08/05/2025	20. Validity Duration: 3 Years
		21. Next Review Date: 08/05/2028

Section 2: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) <i>(as per NCVET guidelines)</i>	12th pass and qualified at minimum NCrf/ NSQF level of 5.0 in the sub sector of Retail Store Operations or Sales and having a minimum of 4 years of supervisory experience in Industry or training experience in store operations with at least 2 year of industry experience in store operations. OR - Graduate (In any Field)/ Diploma in Retail Management and qualified at minimum NCrf/ NSQF level of 5.0 in the sub sector of retail store operations and having a minimum of 2 years of supervisory experience in Industry or training experience in store operations with at least 1 year of industry experience in store operations. Platform Certification: 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%.
2.	Master Trainer's Qualification and experience in the relevant sector (in years) <i>(as per NCVET guidelines)</i>	ToT certified trainer with minimum 5 years of training experience in store operations, upskilled and certified in the qualification of Deputy Manager (Retail Store Department) RAS/Q0106.
3.	Tools and Equipment Required for the Training	☒ Yes ☐ No <i>(If "Yes", details to be provided in Annexure)</i>
4.	In Case of Revised NOS, details of Any Upskilling Required for Trainer	Not Applicable

Section 3: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	12th pass and qualified at minimum NCrf/ NSQF level of 5.0 in the sub sector of Retail Store Operations or Sales and having a minimum of 5 years of Industry experience at supervisory level in store operations. OR - Graduate (In any field)/ Diploma in Retail Management and qualified with at least minimum NCrf/ NSQF level of 5.0 in the sub sector of retail operations and having a minimum of 3 years of relevant Industry experience at supervisory level in store operations. Platform Certification: 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%.
2.	Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines), (wherever applicable)</i>	12th grade pass with 2 years of experience in exam invigilation including minimum 1 year exam proctoring experience on a digital assessment platform.
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	Graduate and above with a minimum of 10 years of industry experience in retail store operations.
4.	Assessment Mode <i>(Specify the assessment mode)</i>	Online on physically proctored/ remote proctored digital assessment platform with comprehensive auditable trails
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☐ Yes ☐ No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

Section 4: Evidence of the Need for the Standalone NOS

Provide Annexure/Supporting documents name.

1.	Government /Industry initiatives/ requirement (Yes/No): No
2.	Number of Industry validations provided: 22
3.	Estimated number of people to be trained: 1500
4.	Evidence of Concurrence/Consultation with Line/State Departments (In case of regulated sectors): Annexure Enclosed

Section 5: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrF/NSQF level justification based on NCrF/NSQF descriptors <i>(Mandatory)</i>	Enclosed
2.	Annexure: List of tools and equipment relevant for NOS <i>(Mandatory, except in case of online course)</i>	Enclosed
3.	Annexure: Performance and Assessment Criteria <i>(Mandatory)</i>	Enclosed
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	Enclosed
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is Blended Learning)</i>	Not Applicable
6.	Annexure: Acronym and Glossary <i>(Optional)</i>	Enclosed
7.	Annexure/Supporting Document: Standalone NOS- Performance Criteria Details Annexure/Document with PC-wise detailing as per NOS format (Mandatory- Public view)	Enclosed
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	Enclosed

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	- Summarize the key functions of retail operations and the role of a senior executive in supporting retail business. - Differentiate between various retail formats and their basic operations. - Describe the core principles of sales and inventory management in a retail environment. - Illustrate how effective customer service contributes to meeting customer needs and business goals. - Explain the basic principles of the retail supply chain and how it impacts store operations.	The individual is required to: - Possess knowledge of standard operating procedures employed in routine contexts. - Understand the basic concept of timely delivery and quality of products and services. - Be able to interpret the available information & communicate the same to all the stakeholders. - Have basic knowledge of collecting and organizing information for problem identification and solution. - Understand the basic financial aspects and must use limited discretion and judgement over a range of known responses to familiar problems.	3.0
Professional and Technical Skills/ Expertise/ Professional Knowledge	Knowledge of theories related to retail operations, customer behavior, and supply chain management. The individual is responsible to work in within the range of familiar contexts to know and understand point of Sale technology, Electronic Data capture machine (EDC), demonstrating products to customers, providing personalized sales & post-sales service support whilst resolving customer service problems to maximise business of the organisation.	The individual is required to: - Apply a range of skills and needs to have technical capabilities of carrying out a choice of processes and procedures within the range of familiar contexts. - Gain, and wherever relevant apply a range of knowledge, skills & understanding. - Have skills for identification of the problem and issues within the range of familiar contexts and generate possible solution.	3.0

		Have skills to identify the relevant tools and materials in given context.	
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Customer relationship building, communication, teamwork, and a customer-focused attitude. The individual is responsible to be self-motivated mentally as well as physically to demonstrate enthusiasm at workplace and within the team, the job holder also requires professional skills for performing the job, which includes skills for Intermediate literacy and Numeracy skills calculations and basic of arithmetic. The individual must have intrapreneurial and entrepreneurial approach to resolve problems at wok-place in familiar contexts.	The individual is required to: - Work as a member of a team/ within a team. - Display personal motivation, positive attitude & passion for work. - Good skills in written and oral communication with some clarity, basic knowledge of language to support such communication. - Intermediate literacy and numeracy skills and skills for workshop calculations and basics of arithmetic and algebraic principles. - Have broader employability skills including self-employment and mini entrepreneurship. - Use digital tools, has basic Financial and Digital literacy, Aadhar and Mobile	3.0
Broad Learning Outcomes/Core Skill	Outcomes related to know how of retail business. The individual is responsible for carrying out routine tasks on the job from initially engaging the customer, understanding the needs of the customer and assisting them to purchase suitable products and ensure satisfaction. He/ She is also required to anticipate customer service problems and complaints and provide resolutions based on the standard operating procedures of the organisation whilst adhering to workplace health and safety guidelines.	The individual is required to: - Carry out job/ work/ tasks/ in a familiar, predictable, routine, situation of clear choice. - Focus on the range of applications of standard procedures or operations in services. - Identify/ anticipate the problems and possible range of solutions in production/ services. - Perform tasks by own and require little instructions and supervision.	3.0

		Understand all safety & general hygiene norms and environmental aspects, together with risks.	
Responsibility	Overall accountability for specific tasks, customer interactions The individual is responsible for planning and carrying out routine tasks whilst taking assistance from peers and subordinates including the interdepartmental personnel with respect to product/ service sales and customer service such as Servicing cash points, processing customer orders for goods, product demonstrations, and complaint resolutions.	The individual is required to: - Take responsibility for delivery and quality of own work and tangible output. - Works as a skilled worker/ technician. - Take work from the helpers or assistants and collaboratively work with juniors. - Assist in the planning of the routine and predictable tasks within a specific field.	3.0

NSQC APPROVED

Annexure: Tools and Equipment (lab set-up)

List of Tools and Equipment

Batch Size: 20

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Projector	3000 Lumens, HDMI compatible	1
2	Whiteboard / Flip Chart	6 ft x 4 ft	2
3	Markers (Dry Erase)	Assorted colors, non-toxic	10
4	Printer	Color printer, A4 size	1
5	Scanning Equipment	Barcode scanner	3
6	Display Screens	32-inch LED, HDMI compatible	2
7	Customer Service Role Play Cards	Scenario-based cards for training	30 sets
8	Inventory Management Software	User-friendly, real-time tracking	10 licenses
9	POS (Point of Sale) System	Touchscreen, card reader included	3
10	Measuring Tape	30-meter roll	5
11	Stock Inventory Forms	Standardized forms for tracking	100 forms
12	Customer Feedback Forms	Standardized survey forms	100 forms
13	Role-play materials	Customer interaction cards	10 Sets
14	Product catalogs and brochures		30 Sets
15	Sample products	(consumer durables)	10 items
16	Mock customer interaction scenarios		10 Sets
17	Demo products	(consumer durables)	10 units
18	Demo tables and display stands		5 sets
19	Safety equipment	(gloves, aprons)	30 sets
20	Objection-handling scenario cards		10 Sets
21	Sales interaction mock setups		3 Units
22	Projector for scenario-based presentations		1 unit
23	Point-of-sale systems		5 Units
24	Credit card machines and payment terminals		5 Units

25	Store promotional materials		10 Sets
26	Inventory software demo setup (5 units).		5 Units
27	Inventory tracking sheets (30 sets).		30 Sets
28	Mock store setup for stock tracking		5 Sets

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. LCD Projector
2. Desktop / Laptop computer with internet connections
3. White-board and white-board marker
4. Pen & notepad
5. Presentation deck

NSQC APPROVED

Annexure: Industry Validations Summary

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Titan	Sabharatnam Narayanan	Head -Retail Training	Bengaluru	992025444115	narayanans@titan.co.in	-
2	Shoppers Stop	Aniruddha Mahajan	Deputy VP HR operations	Maharashtra	022-42497000	aniruddha.mahajan@shoppersstop.com	-
3	Pay nearby	Anand kumar Bajaj	Director	Maharashtra	7738947773	anand@paynearby.in	-
4	Big basket	Kavita Bagwe	Regional HR – Head Mumbai	Maharashtra	9619791692	Kavita.bagwe@bigbasket.com	-
5	Max – landmark Group	Dinesh Kumar	Senior Manager	Bengaluru	77609970816	dinesh.kumar@landmarkgroup.in	-
6	BIBA	Sushanta Majumdar	Manager - HR	Gurugram	9830857006	Majumdar@bibaindia.com	-
7	Medplus	D.Hari hara Rao	Head-HR	Hyderabad	8888051127	harid@medplusindia.com	-
8	Reliance SMART	Jeeva Balakrishnan	Chief Talent Officer	Maharashtra	9940011500	Jeeva.balakrishnan@ril.com	-
9	Reliance digital						
10	Jio mart, Netmeds.com, AJIO.com, Urban Ladder, Jio Mart digital, Jio Digital Life						
11	Reliance TRENDS, Reliance Jewels, TRENDS Footwear						

12	7 Eleven, Reliance Fresh signature, Freshpik, SMART Point						
13	Hamleys						
14	GAP						
15	METRO wholesale						
16	Fashion Factory						
17	Reliance mall						
18	Joyalukkas	Joseph Christo	DGM HR & Admin	Kerala	9447767916	christo@joyalukkas.com	-
19	ABFRL	Suresh Shanbagh	Sr General Manager HR	Mumbai	8652533236	suresh.shanbagh@abfrl.adityabirla.com	-
20	RJ corp	Tavleen Nayal	AGM-HR	New Delhi	9582339496	tavleen.nayal@rjcorpretail.com	-
21	Croma	Robin Sharma	HRBP	Mumbai	7738384471	robin.sharma@croma.com	-
22	Viveks	Vasumathi Kalyanaraghavan	Manager- HR & Admin	Chennai	9566151348	vasumathi.k@viveks.com	-

Annexure: Training Details

Training Projections:

Year	Estimated Training # of Total Candidates	Estimated training # of Women	Estimated training # of People with Disability
2024-25	300	100	3
2025-26	550	150	4
2026-27	650	250	4

Data to be provided year-wise for next 3 years.

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

S. No.	Select the Components of the NOS	List Recommended Tools – for all Selected Components	Offline: Online Ratio
1	☒ Theory/ Lectures - Imparting theoretical and conceptual knowledge	LCD, Projector, Laptop, MSOffice Suite, Flipchart, whiteboard, Markers, wi-fi connectivity	00:100
2	☐ Imparting Soft Skills, Life Skills and Employability Skills /Mentorship to Learners		
3	☒ Showing Practical Demonstrations to the learners	Laptops/PCs with internet, projectors, display screens, Inventory Modules, POS, barcode scanners, stock forms, inventory software, mock store setup, Customer Service & Sales Role-play cards, demo products, catalogs, feedback forms, sales scenario setups, Product Demonstration display tables, safety equipment, Credit card machines, POS terminals, promotional materials, General Training Aids, Whiteboards, flipcharts, projector, trainer's desk, pin-up boards	00:100
4	☒ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	Laptops/PCs with internet, projectors, display screens, Inventory Modules, POS, barcode scanners, stock forms, inventory software, mock store setup, Customer Service & Sales Role-play cards, demo products, catalogs, feedback forms, sales scenario setups, Product Demonstration display tables, safety equipment, Credit card machines, POS terminals, promotional materials, General Training Aids, Whiteboards, flipcharts, projector, trainer's desk, pin-up boards	00:100
5	☐ Tutorials/ Assignments/ Drill/ Practice	Not Applicable	Not Applicable
6	☒ Proctored Monitoring/ Assessment/ Evaluation/ Examinations	Online assessment	00:100
7	☐ On the Job Training (OJT)/ Project Work Internship/ Candidate Training	Not Applicable	Not Applicable

Annexure: Standalone NOS- Performance Criteria details

1. **Description:** *This occupational standard outlines the fundamental skills and knowledge required to engage with customers, identify their needs, demonstrate product features and benefits based on those needs, handle basic objections, and assist in the payment process in a retail environment.*

2. **Scope:**

The scope covers the following:

- Retail operations, Inventory management and Sales support
- Customer engagement
- Need identification
- Product demonstration
- Resolve customer queries
- Closing the Sale and Payment Process

3. **Elements and Performance Criteria**

Retail operations, Inventory management and Sales support

To be competent, the user/individual on the job must be able to:

- PC1. Recognize the key retail formats (e.g., supermarkets, department stores, e-commerce) and describe their features.
- PC2. Identify the main business functions in retail, including sales, inventory, and customer service.
- PC3. Explain the role and importance of inventory management in maintaining stock accuracy and product availability.
- PC4. Distinguish between various types of customer service interactions and outline how to handle basic customer inquiries.
- PC5. Describe stock control methods and their importance in maintaining appropriate inventory levels.
- PC6. Discuss common customer concerns (e.g., product quality, pricing) and their influence on retail service strategies.
- PC7. Outline basic sales procedures, such as handling transactions and assisting customers with purchases.
- PC8. Explain the role of the retail supply chain, including sourcing and product delivery processes, and their effect on store operations.

- PC9. Role Play various customer service scenarios to practice effective communication and problem-solving skills.
- PC10. Prepare a basic inventory management report based on simulated stock levels.
- PC11. Demonstrate sales techniques in a simulated retail environment, including processing transactions and assisting customers.
- PC12. Conduct a simulated inventory check and report discrepancies to supervisors.
- PC13. Collaborate with peers in a team exercise to create appealing product displays in a simulated store setup.
- PC14. Role Play common customer interactions to practice responding to inquiries and handling complaints.
- PC15. Prepare visual merchandising displays using provided materials in a simulated environment.

Customer Engagement

To be competent, the user/individual on the job must be able to:

- PC16. Greet customers in a friendly and professional manner, making a positive first impression.
- PC17. Engage in active listening to understand the customer's requirements and preferences.
- PC18. Ask open-ended questions to gather detailed information about customer's requirement.
- PC19. Explain your role and how you can assist the customer find products suited to their needs.

Need Identification

To be competent, the user/individual on the job must be able to:

- PC20. Identify customer needs by asking specific questions about their preferences, usage, and budget.
- PC21. Clarify the customer's requirements and expectations to suggest appropriate products.
- PC22. Match product features and benefits to the customer's needs during the demonstration.
- PC23. Avoid recommending products that do not align with the customer's stated needs or expectations.

Product Demonstration

To be competent, the user/individual on the job must be able to:

- PC24. Obtain customer consent to demonstrate relevant products.
- PC25. Set up the demonstration safely and in a manner that highlights the product's features.

- PC26. Present product features and benefits clearly, focusing on those that match the customer's needs.
- PC27. Encourage customer interaction with the product, if appropriate, to reinforce key benefits.
- PC28. Explain how the product addresses specific needs and demonstrate its value effectively.
- PC29. Highlight complementary products that can enhance the customer's purchase based on their requirements.

Resolve customer queries

To be competent, the user/individual on the job must be able to:

- PC30. Identify customer objections and respond in a way that reassures and clarifies any misunderstandings.
- PC31. Use the product's key features and benefits to address objections, particularly price or performance concerns.
- PC32. Offer alternative solutions or adjustments to products if objections cannot be resolved.

Closing the Sale and Payment Process

To be competent, the user/individual on the job must be able to:

- PC33. Assist customers in making a confident purchase decision by reiterating how the product meets their needs.
- PC34. Guide the customer smoothly through the payment process, explaining any discounts or promotions.
- PC35. Ensure accurate completion of the transaction, including product warranties or additional services.
- PC36. Thank the customer for their purchase and explain any relevant after-sales services or care requirements.

Knowledge and Understanding (KU):

The individual on the job needs to know and understand:

- KU1 Types of retail formats and key functions in a Retail Business.
- KU2 Purpose and principles of inventory management.
- KU3 Basic supply chain flow.
- KU4 Organizational policies and procedures relating to product handling, sales, and customer service.
- KU5 Differences between features and benefits and how to tailor them to customer needs during demonstrations.
- KU6 Basic product knowledge, including features, benefits, and usage, for items in the retail store.

- KU7 Techniques for conducting product demonstrations that focus on matching customer needs with product features.
- KU8 Methods for handling objections related to product fit, price, or other concerns.
- KU9 Basic knowledge of the payment process and transaction management within the store.
- KU10 Health and safety guidelines for conducting product demonstrations and handling stock.

Generic Skills (GS):

User/individual on the job needs to know how to:

- GS1. Effective communication: Ability to explain product features and benefits clearly.
- GS2. Active listening: Skill to identify customer needs by asking the right questions.
- GS3. Customer service orientation: Ensuring customer satisfaction by providing tailored product recommendations.
- GS4. Sales techniques: Understanding how to promote products by aligning features and benefits with customer needs.
- GS5. Problem-solving: Ability to handle customer objections and provide solutions.
- GS6. Time management: Efficiently handling multiple customers while ensuring quality service.
- GS7. Product knowledge: Basic understanding of product features and their relevance to customer needs.
- GS8. Technical proficiency: Familiarity with store payment systems and sales processes.
- GS9. Adaptability: Adjusting sales techniques based on customer feedback and situations.
- GS10. Attention to detail: Ensuring all transactions and demonstrations are accurate and effective.

Annexure: Assessment Criteria

Detailed PC-wise assessment criteria and assessment marks for the NOS are as follows:

S. No.	Assessment Criteria for Performance Criteria	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC1	Recognize the key retail formats (e.g., supermarkets, department stores, e-commerce) and describe their features.	1	1		
PC2	Identify the main business functions in retail, including sales, inventory, and customer service.	1	2		
PC3	Explain the role and importance of inventory management in maintaining stock accuracy and product availability.	1	2		
PC4	Distinguish between various types of customer service interactions and outline how to handle basic customer inquiries.	1	1		
PC5	Describe stock control methods and their importance in maintaining appropriate inventory levels.	1	2		
PC6	Discuss common customer concerns (e.g., product quality, pricing) and their influence on retail service strategies.	1	2		
PC7	Outline basic sales procedures, such as handling transactions and assisting customers with purchases.	1	1		
PC8	Explain the role of the retail supply chain, including sourcing and product delivery processes, and their effect on store operations.	1	2		
PC9	Role Play various customer service scenarios to practice effective communication and problem-solving skills.	1	2		
PC10	Prepare a basic inventory management report based on simulated stock levels.	1	1		
PC11	Demonstrate sales techniques in a simulated retail environment, including processing transactions and assisting customers.	1	2		
PC12	Conduct a simulated inventory check and report discrepancies to supervisors.	1	2		
PC13	Collaborate with peers in a team exercise to create appealing product displays in a simulated store setup.	1	1		
PC14	Role Play common customer interactions to practice responding to inquiries and handling complaints.	1	2		
PC15	Prepare visual merchandising displays using provided materials in a simulated environment.	1	2		
PC16	Greet customers in a friendly and professional manner, making a positive first impression.	1	1	-	-

PC17	Engage in active listening to understand the customer's requirements and preferences.	2	2	-	-
PC18	Ask open-ended questions to gather detailed information about customer's requirement.	2	1	-	-
PC19	Explain your role and how you can assist the customer find products suited to their needs.	1	2	-	-
PC20	Identify customer needs by asking specific questions about their preferences, usage, and budget.	2	2	-	-
PC21	Clarify the customer's requirements and expectations to suggest appropriate products.	1	2	-	-
PC22	Match product features and benefits to the customer's needs during the demonstration.	1	2	-	-
PC23	Avoid recommending products that do not align with the customer's stated needs or expectations.	1	1	-	-
PC24	Obtain customer consent to demonstrate relevant products.	1	2	-	-
PC25	Set up the demonstration safely and in a manner that highlights the product's features.	1	1	-	-
PC26	Present product features and benefits clearly, focusing on those that match the customer's needs.	1	2	-	-
PC27	Encourage customer interaction with the product, if appropriate, to reinforce key benefits.	1	1	-	-
PC28	Explain how the product addresses specific needs and demonstrate its value effectively.	1	2	-	-
PC29	Highlight complementary products that can enhance the customer's purchase based on their requirements.	1	2	-	-
PC30	Identify customer queries and respond in a way that reassures and clarifies any misunderstandings.	1	2	-	-
PC31	Use the product's key features and benefits to address queries, particularly price or performance related.	2	2	-	-
PC32	Offer alternative solutions or adjustments to products if queries cannot be resolved.	1	2	-	-
PC33	Assist customers in making a confident purchase decision by reiterating how the product meets their needs.	1	1	-	-
PC34	Guide the customer smoothly through the payment process, explaining any discounts or promotions.	1	2	-	-
PC35	Ensure accurate completion of the transaction, including product warranties or additional services.	1	1	-	-
PC36	Thank the customer for their purchase and explain any relevant after-sales services or care requirements.	1	2	-	-
Total Marks		40	60	-	-

Annexure: Assessment Strategy

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

Mention the detailed assessment strategy in the provided template.

1. Assessment System Overview:

- Batches are assigned to the NCVET recognised RASCI empaneled Assessment Agencies (AA) for conducting all Government funded NSQF assessment on SIP and or email 7 days to 15 days in advance or based on the availability of the complete information received from the training entities on completion dates and receipt of assessment fee for assessment of the training batches.
- Assessment Agencies (AA) send the assessment confirmation to VTP/TC looping RASCI within 24 hours of receipt of information on assessment assignment from RASCI.
- Assessment agency reviews the assessment centre/ Training Centre (TC)/ VTP centre before the commencement of assessments against the prescribed infrastructure and equipment.
- Assessment agency deploys the certified Assessor or Certified Proctor for executing the assessment.
- The assessment will be conducted online on digital devices such as computers, Tabs, Laptops, Smart Phones either through web browser or apps having the ability to auto proctor and remote physical proctor the assessments.
- **Theory Assessment (Online):** Theory assessments will be Multiple Choice Questions (MCQ) based.
- **Practical:** This test will be administered through online digital assessment platform through case study / scenario based multiple choice questions on digital devices such as computers, Tabs, Laptops, Smart Phones either through web browser or apps having the ability to auto proctor and remote physical proctoring.
- **A certified assessor intervention is Not mandatory** for this qualification as the assessments are conducted completely online on digital platform with comprehensive auditable trails under the supervision of qualified/ certified proctor(s). The results are auto determined by the digital assessment platform without a need for human intervention.
- Assessment Agency must ensure the Assessor/ Proctor arrives 1 hour before the commencement of assessments.
- Assessment agency confirms the commencement and conduct of assessments to the training entity and RASCI provided the Assessment centre/ TC/ VTP Centre for assessment complies to the infrastructure and equipment prescribed by RASCI for conduct of assessments.
- The assessment agency monitors and records the proceedings of the assessment on the ground and will share the access of live feeding/ audit trails of the proceedings from its digital assessment platform.
- RASCI monitors/ audits the assessment process & records.
- **For Remote Online Assessments:** AA must follow and implement all the guidelines of RASCI for conducting remote online assessments.

2. Testing Environment:

- AA/ Assessor/ Proctor to note the Assessment location, date and time.
- If the batch size is more than 30, then there should be 2 Assessors/ proctors deployed by the AA.
- The assessor and proctors must conduct the orientation session to the candidates on the assessment protocols and processes as prescribed by RASCI.
- Check and confirm that the allotted time to the candidates to complete Theory & Practical Assessment is correct as per the assessment blueprint.
- Assessment centre/ TC/ VTP centre must verify the identity of the Assessor/ Proctor in alignment with the SOP for assessments released by RASCI.
- The Assessor/ Proctor of the AA must verify the identity and the training attendance of the candidate as per the scheme and or RASCI assessment SOP.
- Only those candidates complying with the requisite training attendance prescribed by the scheme guidelines and or RASCI guidelines must be allowed to proceed and undertake the assessments.
- AA will be held responsible for any deviation on the above and will be levied penalties including revoking of Assessment Agency status of RASCI as per NCVET guidelines and RASCI assessment guidelines.
- The Assessment Centre/ VTP/TC including the Assessment Agency, Assessor and or Proctor will adhere to all the guidelines under the SOP for assessments of RASCI.
- **For Remote Online Assessments:** AA must follow and implement all the guidelines for conducting remote online assessments.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) from the Assessment Agency and are verified by the other SME and approved by RASCI.
- Questions are mapped to the specified assessment criteria/ assessment blueprint approved by RASCI for the qualification.
- Assessor must be ToA certified/ Proctor must be certified as per the guidelines of RASCI.
- Trainer must be ToT Certified by RASCI on this qualification and must possess a valid ToT certificate during the conduct of training of the batch being assessed.
- Assessor/ Proctor must verify the validity of the ToT certificate of the trainer.
- The assessment must **NOT** be allowed to continue if the ToT certificate of the trainer was or is not valid during the duration/ tenure of training of the batch being assessed.
- Ensure all assessment data and evidence is collected and stored as per the requirements.
- AA/ Assessor/ Proctor must report any noncompliance/ malpractices to RASCI immediately.
- The Assessment Centre/ VTP/TC including the Assessment Agency, Assessor and or Proctor will adhere to all the guidelines under the SOP for assessments of RASCI.

- **For Remote Online Assessments:** AA must follow and implement all the guidelines under conducting remote online assessments.

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- The attendance sheet signed by the candidates with the declaration certifying the validity of the candidate by the VTP/ TC Official/ Assessment Centre official with stamp/ seal and signature of the authorised signatory of VTP/TC/ Assessment Centre.
- Assessment attendance sheets co-certified by Assessor/ Proctor
- Training attendance records of the candidate, AEBAS attendance records wherever applicable.
- Feedback forms prescribed by RASCI on the assessment process from the assessed candidates.
- Group Photograph of the trainees, assessor and training centre officials with geotagging and time stamp.
- The soft copy of the answer sheets and or hard copies including marking sheet signed by the Assessor/ Proctor approved by authorised official of Assessment Agency with signature and stamp.
- Video recording and still photographs (minimum 5) of the entire assessment process of the batch supported by video recording and intermittent still photographs on the digital assessment platform of each candidate while she/ he is undergoing assessments.
- The credibility score report on the digital online assessment platform in alignment with RASCI SOP for assessment.
- A time stamped image of the candidate on the assessment platform including the image of the Govt. authorised identity card of the candidate must be made available once the candidate takes the assessment.
- A timestamped image of the candidate is available once the candidate takes the assessment.
- **Candidate Photograph/ ID photograph:** A candidate snapshot and his/her ID snapshot is being captured before the candidate is allowed to start the test.
- **Assessment Logs:** AA Maintains a detailed audit log of each assessment that is administered. Audit logs should be recoverable on requests from RASCI.
Assessment audit log should include:
 - The time when the assessment is being started.
 - Flags in case an additional person is there
 - Flags in case candidate navigate away from the window.
 - Candidate away from the test window
 - Any other device spotted.
 - The time when the candidate finishes the test.
 - Question wise and NOS-wise summary of the attempt
 - Response sheets/ Answer sheets including the question paper.

- All applicable other credibility scores including the above of the candidate.

- **For Remote Online Assessments:** AA must follow and implement all the guidelines under conducting remote online assessments.

5. Method of verification or validation:

- AA must provide live feed access to RASCI through the appropriate digital infrastructure such as IP camera etc to seamlessly to remotely monitor the assessments happening at the Assessment centre/ VTP Centre/ TC.
- Surprise visit to the assessment location by RASCI authorised personnel and or agency including RASCI officials.

6. Method for assessment documentation, archiving, and access

- Hard and hard copies converted to soft copies of the documents are stored.
- The assessment logs including the response sheets and documentation recommended by RASCI from time to time must be maintained by the AA in soft and hard form for 5 years and access to validate/ Audit and comment must be provided to RASCI.
- The documentation mentioned in the above SI No 1 to SI No 6 needs to be archived on the cloud server and maintained by the Assessment Agency soft form with a constant seamless access being provided to RASCI by AA. The hard copies of the same need to be maintained by AAs and given access to RASCI on demand.

On the Job: Not applicable to this Qualification

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.