



## **QUALIFICATION FILE**

### **Retail Sales Associate**

Short Term Training (STT)  Long Term Training (LTT)  Apprenticeship

Upskilling  Dual/Flexi Qualification  For ToT  For ToA

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

**NCrF/NSQF Level: 3**

**Submitted By:**

**Retailers Association's Skill Council of India**

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## Section 1: Basic Details

1.	<b>Qualification Name</b>	Retail Sales Associate																			
2.	<b>Sector/s</b>	Retail																			
3.	<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> (change to previous, once approved) 2021/ RET/ RASCI/ 04922: Version: 2.0	<b>Qualification Name of existing/previous version:</b>  Retail Sales Associate																		
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> (Wherever applicable)	Not Applicable																			
5.	<b>National Qualification Register (NQR) Code &amp;Version</b> (Will be issued after NSQC approval)	QG-03-OR-00410-2023-V1.1-RASCI	<b>6. NCrf/NSQF Level:</b> 3																		
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other</b> (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate																			
8.	<b>Brief Description of the Qualification</b>	Individuals in this position interact with customers by giving specialized service and product demonstrations to maximize business in a retail environment whilst striving for continuous improvements in levels of services rendered.																			
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td></td> <td>Grade 10</td> <td>No Experience required</td> </tr> <tr> <td></td> <td>Grade 8 with two year of (NTC/ NAC) after 8th/ Grade 8 pass and pursuing continuous schooling in regular school with vocational subject</td> <td>No Experience required</td> </tr> <tr> <td></td> <td>8<sup>th</sup> Grade pass</td> <td>2 year relevant experience</td> </tr> <tr> <td></td> <td>5<sup>th</sup> Grade pass</td> <td>5 year relevant experience</td> </tr> <tr> <td></td> <td>Previous relevant Qualification of NSQF Level 2 (Retail Cashier)</td> <td>1 year relevant experience</td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)		Grade 10	No Experience required		Grade 8 with two year of (NTC/ NAC) after 8th/ Grade 8 pass and pursuing continuous schooling in regular school with vocational subject	No Experience required		8 <sup>th</sup> Grade pass	2 year relevant experience		5 <sup>th</sup> Grade pass	5 year relevant experience		Previous relevant Qualification of NSQF Level 2 (Retail Cashier)	1 year relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																			
	Grade 10	No Experience required																			
	Grade 8 with two year of (NTC/ NAC) after 8th/ Grade 8 pass and pursuing continuous schooling in regular school with vocational subject	No Experience required																			
	8 <sup>th</sup> Grade pass	2 year relevant experience																			
	5 <sup>th</sup> Grade pass	5 year relevant experience																			
	Previous relevant Qualification of NSQF Level 2 (Retail Cashier)	1 year relevant experience																			

		b. Age: <Please specify age only in case of any legal restrictions>																						
10.	<b>Credits Assigned to this Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))	12	11. <b>Common Cost Norm Category (I/II/III)</b> (wherever applicable): II																					
12.	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> (wherever applicable)	Not Applicable																						
13.	<b>Training Duration by Modes of Training Delivery</b> (Specify <b>Total Duration</b> as per selected training delivery modes and as per requirement of the qualification)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended																						
		<table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>130</td> <td>170</td> <td>60</td> <td>-</td> <td>360</td> </tr> <tr> <td>Online</td> <td>60</td> <td>150</td> <td>60</td> <td>-</td> <td>270</td> </tr> </tbody> </table>					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	130	170	60	-	360	Online	60	150	60	-	270
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																			
Classroom (offline)	130	170	60	-	360																			
Online	60	150	60	-	270																			
		(Refer Blended Learning Annexure for details)																						
14.	<b>Aligned to NCO/ISCO Code/s</b> (if no code is available mention the same)	NCO-2015/5249.0301																						
15.	<b>Progression path after attaining the qualification</b> (Please show Professional and Academic progression)	Retail Team Leader																						
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Not Applicable																						
17.	<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																						
18.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>If "Yes", specify applicable type of Disability:</b> Locomotor disability, Speech & Hearing impaired																						
19.	<b>How Participation of Women will be Encouraged</b>	Through women's organisations for social welfare, Higher and General education institutes, designated NGOs for Women's Welfare & Development.																						
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																						
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																						

22.	<b>Name and Contact Details of Submitting / Awarding Body</b> <b>SPOC</b> <i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i>	<b>Name:</b> Mr. James Raphael <b>Email:</b> <a href="mailto:james.rafael@rasci.in">james.rafael@rasci.in</a> <b>Contact No.:</b> +91 22 40058210-5; Ext. 17 <b>Website:</b> <a href="http://www.rasci.in">www.rasci.in</a>		
23.	<b>Final Approval Date by NSQC:</b>	<b>24. Validity Duration:</b> 3 years	<b>25. Next Review Date:</b> 25/11/2024	

## Section 2: Module Summary

### NOS/s of Qualifications

*(In exceptional cases these could be described as components)*

### Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.**-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory **Training Rec.**-Recommended **Proj.** -Project

S. No	NOS/Module Name	NOS/Module Code & Version <i>(if applicable)</i>	Core/ Non- Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT- Man.	OJT- Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) <i>(if applicable)</i>
1	To help customers choose right products	RAS/N0126	Core	3	1	10	17	3	NA	30	50	50	NA	NA	100	6
2	To demonstrate products to customers	RAS/N0125	Core	3	1	8	17	5	NA	30	50	50	NA	NA	100	6
3	To provide specialist support to customers facilitating purchases	RAS/N0127	Core	3	1	10	15	5	NA	30	50	50	NA	NA	100	6
4	To maximise sales of goods & services	RAS/N0128	Core	3	0.5	5	5	5	NA	15	50	50	NA	NA	100	6
5	To provide personalised sales & post-sales service support	RAS/N0129	Core	3	0.5	5	5	5	NA	15	50	50	NA	NA	100	6

6	To create a positive image of self & organisation in the customer's mind	RAS/N0130	Non-Core	3	0.5	5	5	5	NA	15	50	50	NA	NA	100	6	
7	To resolve customer concerns	RAS/N0132	Core	3	1	12	13	5	NA	30	50	50	NA	NA	100	6	
8	To organise the delivery of reliable service	RAS/N0133	Non-Core	3	0.5	5	8	2	NA	15	50	50	NA	NA	100	6	
9	To improve customer relationship	RAS/N0134	Core	3	0.5	5	5	5	NA	15	50	50	NA	NA	100	6	
10	To monitor and solve service concerns	RAS/N0135	Non-Core	3	0.5	5	5	5	NA	15	50	50	NA	NA	100	6	
11	To promote continuous improvement in service	RAS/N0136	Non-Core	3	0.5	5	5	5	NA	15	50	50	NA	NA	100	6	
12	To process credit applications for purchases	RAS/N0114	Core	3	0.5	5	10	-	NA	15	50	50	NA	NA	100	6	
13	To help keep the store secure	RAS/N0120	Non-Core	3	0.5	5	5	5	NA	15	50	50	NA	NA	100	6	
14	To help maintain health and safety	RAS/N0122	Non-Core	3	0.5	5	5	5	NA	15	50	50	NA	NA	100	6	
15	To work effectively in a retail team	RAS/N0137	Non-Core	3	0.5	8	7	-	NA	15	50	50	NA	NA	100	5	
16	To work effectively in an organisation	RAS/N0138	Non-Core	3	0.5	8	7	-	NA	15	50	50	NA	NA	100	5	
17	Employability Skills	DGT/VSQ/N0102	Non-Core	4	2	24	36	0	NA	60	20	30	NA	NA	50	6	
<b>Duration (in Hours) / Total Marks</b>						12	130	170	60	NA	360	820	830	NA	NA	1650	100

## Elective NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/N SQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT - Man	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT - Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
2.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Duration (in Hours) / Total Marks</b>																

## Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Duration (in Hours) / Total Marks</b>																

## Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

**Minimum Pass Percentage – Aggregate at qualification level: 50%** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

**Minimum Pass Percentage – NOS/Module-wise: \_\_\_\_%** (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

### Section 3: Training Related

1.	<b>Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	<ul style="list-style-type: none"> <li>• 12th pass with 4 years of experience in Retail Store Operations or Sales including minimum 1 year of supervisory experience <b>OR</b></li> <li>• 12th pass with 4 years of experience in Retail Store Operations or Sales including minimum 1 year of training experience <b>OR</b></li> <li>• Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of supervisory experience <b>OR</b></li> <li>• Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of training experience</li> </ul> <p>For more details refer: <a href="https://rasci.in/downloads/RASCI%20TOT%20Process%20Note.pdf">https://rasci.in/downloads/RASCI%20TOT%20Process%20Note.pdf</a></p>
2.	<b>Trainer's Qualification and experience for Employability skills</b>	<ul style="list-style-type: none"> <li>• Graduate in any discipline with 2 years of Training Experience</li> <li>• Certified current EEE trainers with 155 hours from Management SSC (MEPSC)</li> <li>• Certified Trainer in Qualification Pack: Trainer (MEP/Q0102)</li> </ul> <p>Prospective ES trainer should:</p> <ul style="list-style-type: none"> <li>• have good communication skills</li> <li>• be well versed in English</li> <li>• have digital skills</li> <li>• have attention to detail</li> <li>• be adaptable</li> <li>• have willingness to learn</li> </ul>
3.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	<ul style="list-style-type: none"> <li>• Diploma with minimum of 5 years if relevant training experience and minimum 5 years of relevant sectorial experience <b>OR</b></li> <li>• Graduate with minimum of 5 years if relevant training experience and minimum 3 years of relevant sectorial experience <b>OR</b></li> <li>• Postgraduate with minimum of 5 years if relevant training experience and minimum 2 years of relevant sectorial experience.</li> </ul>
4.	<b>Master Trainers Qualification and Experience for Employability Skills</b>	<ul style="list-style-type: none"> <li>• Graduate in any discipline with 3 years in Employability Skills curriculum training experience with an interest to train as well as orient other peer trainers</li> <li>• Certified Master Trainer in Qualification Pack: Master Trainer (MEP/Q2602) with 3 years of experience in EEE training of Management SSC (MEPSC) (155 hours)</li> </ul> <p>Prospective ES Master trainer should:</p> <ul style="list-style-type: none"> <li>• have good communication skills</li> <li>• be well versed in English</li> <li>• have basic digital skills</li> <li>• have attention to detail</li> <li>• be adaptable</li> </ul>

		<ul style="list-style-type: none"> <li>• have willingness to learn</li> <li>• be able to grasp concepts fast and is creative with teaching practices and likes sharing back their learning with others</li> </ul>
5.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
6.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	NA

### Section 4: Assessment Related

	<b>Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	<ul style="list-style-type: none"> <li>• 12th pass with 4 years of experience in Retail Store Operations or Sales including minimum 1 year of supervisory experience <b>OR</b></li> <li>• 12th pass with 4 years of experience in Retail Store Operations or Sales including minimum 1 year of training/assessment experience <b>OR</b></li> <li>• Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of supervisory experience <b>OR</b></li> <li>• Retail Diploma/Graduate with 2 years of experience in Retail Store Operations or Sales including minimum 1 year of training/assessment experience</li> </ul> <p>For more details refer: <a href="https://rasci.in/downloads/RASCI%20TOA%20Process%20Note.pdf">https://rasci.in/downloads/RASCI%20TOA%20Process%20Note.pdf</a></p>
	<b>Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	12th grade pass with 2 years of experience in exam invigilation including minimum 1 year exam proctoring experience on a digital assessment platform.
	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	<ul style="list-style-type: none"> <li>• Diploma with minimum of 5 years if relevant training/ supervisory experience and minimum 5 years of relevant sectorial experience <b>OR</b></li> <li>• Graduate with minimum of 5 years if relevant training/ supervisory experience and minimum 3 years of relevant sectorial experience <b>OR</b></li> <li>• Postgraduate with minimum of 5 years if relevant training/ supervisory experience and minimum 2 years of relevant sectorial experience</li> </ul>
	<b>Assessment Mode (Specify the assessment mode)</b>	Online on physically proctored/ remote proctored digital assessment platform with comprehensive auditable trails.
	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)



## Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Yes
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> Yes
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes
4.	<b>Number of Industry validation provided:</b> 10
5.	<b>Estimated nos. of persons to be trained and employed:</b> 133157
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> NO If "No", why: The qualification is a revised version after addition of employability skills and OJT for the already existing valid NQR Qualification with NQR code 2021/RET/RASCI/04282 which already has concurrence from the line ministry and was submitted during the erstwhile NSQC meeting.

**Note:** The qualification is a revised version after addition of employability skills and OJT for the already existing valid NQR Qualification with NQR code 2021/RET/RASCI/04282 which has the requisite number of industry validations.

## Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name.

1.	<b>Annexure:</b> NCrf/NSQF level justification based on NCrf level/NSQF descriptors (Mandatory)	Enclosed
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Enclosed
3.	<b>Annexure:</b> Detailed Assessment Criteria (Mandatory)	Enclosed
4.	<b>Annexure:</b> Assessment Strategy (Mandatory)	Enclosed
5.	<b>Annexure:</b> Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")	Enclosed
6.	<b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	Not Applicable
7.	<b>Annexure:</b> Acronym and Glossary (Optional)	Enclosed
8.	<b>Supporting Document:</b> Model Curriculum (Mandatory – Public view)	Enclosed
9.	<b>Supporting Document:</b> Career Progression (Mandatory - Public view)	Enclosed
10.	<b>Supporting Document:</b> Occupational Map (Mandatory)	Enclosed
11.	<b>Supporting Document:</b> Assessment SOP (Mandatory)	Enclosed
12.	<b>Any other document you wish to submit:</b>	

## 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
<b>Professional Theoretical Knowledge/Process</b>	The role holder interacts with customers to understand and service customer needs by providing assistance to them based on the prescribed Standard Operating Procedures & processes and best practices of the organisation including the professional knowledge about the products and services offered by the organisation.	The individual is required to: <ul style="list-style-type: none"> <li>possess knowledge of standard operating procedures employed in routine contexts.</li> <li>understand the basic concept of timely delivery and Quality of products and services.</li> <li>be able to interpret the available information &amp; communicate the same to all the stakeholders.</li> <li>have basic knowledge of collecting and organizing information for problem identification and solution.</li> <li>understand the basic financial aspects and must use limited discretion and judgement over a range of known responses to familiar problems.</li> </ul>	3
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	The individual is responsible to work in within the range of familiar contexts for 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: <ul style="list-style-type: none"> <li>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.</li> <li>gain, and wherever relevant apply a range of knowledge, skills &amp; understanding.</li> <li>have skills for identification of the problem and issues within the range of familiar contexts and generate possible solution.</li> <li>have skills to identify the relevant tools and materials in given context.</li> </ul>	3
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	The individual is responsible to be self-motivated mentally as well as physically to demonstrate enthusiasm at work place and within the team. The individual must have intrapreneurial and entrepreneurial approach to resolve problems at wok-place in familiar contexts.	The individual is required to: <ul style="list-style-type: none"> <li>Work as a member of a team/ within a team.</li> <li>display personal motivation, positive attitude &amp; passion for work.</li> <li>good skills in written and oral communication with some clarity, basic knowledge of Language to support such communication.</li> <li>Intermediate literacy and Numeracy skills and skills for workshop calculations and basics of arithmetic and algebraic principles.</li> <li>have broader Employability Skills including self-employment and mini entrepreneurship.</li> <li>use digital tools, has basic Financial and Digital literacy, Aadhar and Mobile</li> </ul>	3

<b>Broad Learning Outcomes/Core Skill</b>	<p>The individual is responsible to carry out routine tasks on the job from initially engaging the customer, understanding 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.</p>	<p>The individual is required to:</p> <ul style="list-style-type: none"> <li>• carry out job/ work/ tasks/ in a familiar, predictable, routine, situation of clear choice.</li> <li>• focus on range of application of standard procedures or operations in services.</li> <li>• identify/ anticipate the problems and possible range of solutions in production/ services.</li> <li>• perform tasks by own and require little instructions and supervision.</li> <li>• understand all safety &amp; general hygiene norms and environmental aspects, together with risks.</li> </ul>	<p style="text-align: center;">3</p>
<b>Responsibility</b>	<p>The individual is responsible to plan and carry out routine tasks whilst taking assistance from the peers and subordinates including the interdepartmental personnel with respect to product/ service sales and customer care such as product demonstrations, facilitating product service post sales.</p>	<p>The individual is required to:</p> <ul style="list-style-type: none"> <li>• take responsibility for delivery and quality of own work and tangible output.</li> <li>• works as a skilled worker/ technician.</li> <li>• take work from the helpers or assistants and collaboratively work with juniors.</li> <li>• assist in the planning of the routine and predictable tasks within a specific field.</li> </ul>	<p style="text-align: center;">3</p>

## Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Gondola	Size 3' X 1.5' X 5, Non Branded	2
2.	Display Boards / Standees for product categories and offers (Different Types)	Size 3' X 3' ; 2' X 6', Non Branded	3
3.	Calculator	Casio or equivalent	2
4.	Stock Almirah	Size 3' X 2' X 6', Godrej or equivalent	1
5	Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine)	Multibranded	1
6	Dummy Products (Products with add-on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags	Multibranded	30
7	Mannequins (Full & Half Bust)	Multibranded	3
8	Danglers, Wobblers, Hangers,	17 each	17
9	POS Display (LED Lightbox)	Multibranded	1
10	Signage Board	Customised	2
11	Banners /Posters	Customised	2
12	Offers /Policy Signage	Customised	10
13	Sales Call process / Customer Engagment Process handouts	A4 size	30
14	Shopping Basket/Shopping Cart	60L capacity, Non Branded	1
15	Dummy Fire Extinguisher	Cease Fire or equivalent	1
16	Computer (PC) with latest configurations – and Internet connectionwith standard operating system		As required

	and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)		
17	UPS		As required
18	Scanner cum Printer		As required
19	Computer Tables		As required
20	Computer Chairs		As required
21	LCD Projector		As required
22	White Board	1200mm x 900mm	

#### 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. Participant Handbook
6. Faculty Guide
7. Presentation deck

### Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Bazaar Style Retail Pvt Ltd	Susmita Banerjee	CHRO	West Bengal	033-61256125	<a href="mailto:Susmita.b@stylebazaar.com">Susmita.b@stylebazaar.com</a>	-
2	3 Point Human Capital	A Subramaniam	Co-founder cum Executive Director	Tamil Nadu	9791153094	<a href="mailto:mani@3point.in">mani@3point.in</a>	-
3	INYT technologies Pvt. Ltd.	Vinita Gupta	HR-Manager	West Bengal	6290990208	<a href="mailto:vinita@tablt.com">vinita@tablt.com</a>	-
4	Spencer's	Dhruv Dubey	General Manager - Human Resources	West Bengal	033-24871211	<a href="mailto:dhruv.dubey@rpsg.in">dhruv.dubey@rpsg.in</a>	-
5	PPMS Field Marketing Pvt. Ltd	A Subramaniam	HR Advisor	Tamil Nadu	9894718350	<a href="mailto:asubramaniam@ppms.in">asubramaniam@ppms.in</a>	-
6	Titan	Sabharatnam Narayanan	Head - Retail Training	Karnataka	9902544115	<a href="mailto:narayanans@titan.co.in">narayanans@titan.co.in</a>	-
7	Infiniti Retail Ltd	Robin Sharma	Head-L&OD	Maharashtra	7738384471	<a href="mailto:robin.sharma@croma.com">robin.sharma@croma.com</a>	-
8	NMB Retail LLP	Bairi Sridevi	HR	Telangana	9032311449	<a href="mailto:sridevimebaz@gmail.com">sridevimebaz@gmail.com</a>	-
9	V-Retail Pvt. Ltd (Centro)	V Sandeep Reddy	HR-Manager	Karnataka		<a href="mailto:hrd@vretailgroup.com">hrd@vretailgroup.com</a>	-
10	Poulpro Solutions	N.S.P Murthy	CEO	Telangana	9502721133	<a href="mailto:poulproolutions@gmail.com">poulproolutions@gmail.com</a>	-

## Annexure: Training & Employment Details

### Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023-24	54350	38045	21740	15218	1631	1141
2024-25	122288	85601	48915	34241	3669	2568
2025-26	95113	66579	38045	26632	2853	1997

**Note:** Tentative projection for next 3 Years

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

### Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Train ed	Asses sed	Certified	Placed	Trained	Assessed	Certified	Placed
Version.1.0	2019-20	1,43,911	1,30,327	1,10,487	48,609	-	-	-	-	-	-	-	-
Version.1.0	2020-21	45,007	36,668	33,017	12,866	-	-	-	-	-	-	-	-
Version .2.0	2021-22	55,362	46,076	37,062	8,355	-	-	-	-	-	-	-	-

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

### List Schemes in which the previous version of Qualification was implemented:

1. PMKVY
2. DDU-GKY
3. State Board Schools
4. NULM
5. State Development Missions
6. NAPS
7. Self-funded
8. Industry-funded / CSR

### Content availability for previous versions of qualifications:

Participant Handbook  Facilitator Guide  Digital Content  Qualification Handbook  Any Other:

**Languages in which Content is available:** English & Hindi print content; English – Digital content.

## Annexure: Blended Learning

### Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input checked="" type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	<ul style="list-style-type: none"> <li>• Books/ e-books,</li> <li>• Presentations,</li> <li>• Reference Material</li> <li>• eContent</li> <li>• Video/ Virtual class room sessions</li> </ul>	0:100
2	<input checked="" type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	<ul style="list-style-type: none"> <li>• Self-Learning Videos</li> <li>• Video/ Virtual classroom sessions</li> </ul>	50:50
3	<input checked="" type="checkbox"/> Showing Practical Demonstrations to the learners	<ul style="list-style-type: none"> <li>• Self-Learning Videos</li> <li>• Drill &amp; Practice in Virtual classroom sessions</li> </ul>	60:40
4	<input checked="" type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	<ul style="list-style-type: none"> <li>• Video/ Virtual Video Sessions for roleplays</li> </ul>	70:30
5	<input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	<ul style="list-style-type: none"> <li>• Online Question Bank</li> <li>• Mobile Quick test app</li> <li>• MCQ based tests</li> </ul>	0:100
6	<input checked="" type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	<ul style="list-style-type: none"> <li>• Digital assessment platforms for online assessments with auto proctoring and physical proctoring ability</li> </ul>	0:100
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	Not Applicable	

## Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>RAS/N0120:</b> <b>To help keep the store secure</b>	Take prompt and suitable action to reduce security risks as far as possible, where it is within the limits of his/her responsibility and authority to do so	7.5	7.5	-	-
	Follow company policy and legal requirements when dealing with security risks	10	10	-	-
	Recognise when security risks are beyond his/her authority and responsibility to sort out, and report these risks promptly to the right person	7.5	7.5	-	-
	Use approved procedures and techniques for protecting personal safety when security risks arise	10	10	-	-
	Follow company policies and procedures for maintaining security while working	7.5	7.5	-	-
	Follow company policies and procedures for making sure that security will be maintained when he/she goes on breaks and when he/she finishes work	7.5	7.5	-	-
	<b>Total Marks</b>	<b>50</b>	<b>50</b>	-	-
<b>RAS/N0122:</b> <b>To help maintain health and safety</b>	Follow company procedures and legal requirements for dealing with accidents and emergencies	5	5	-	-
	Speak and behave in a calm way while dealing with accidents and emergencies.	5	5	-	-
	Report accidents and emergencies promptly, accurately and to the right person	7.5	7.5	-	-
	Recognize when evacuation procedures have been started and follow company procedures for evacuation	5	5	-	-
	Follow the health and safety requirements laid down by the company and by law, and encourage colleagues to do the same	7.5	7.5	-	-
	Promptly take the approved action to deal with risks if he/she is authorised to do so	5	5	-	-
	Report risks promptly to the right person, if he/she does not have the authority	7.5	7.5	-	-
	Use equipment and materials in line with the manufacturer's instructions	7.5	7.5	-	-
<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-	
<b>RAS/N0125:</b> <b>To demonstrate products to customers</b>	Prepare the demonstration area and check that it can be used safely	7.5	7.5	-	-
	Check whether the required equipment and products for demonstration are in place.	7.5	7.5	-	-
	Demonstrate products clearly and accurately to customers.	10	10	-	-
	Present the demonstration in a logical sequence of steps and stages	7.5	7.5	-	-
	Cover all the features and benefits he/she thinks are needed to gain the customer's interest	7.5	7.5	-	-
	Promptly clear away the equipment and products at the end of the demonstration and connect with the customer	10	10	-	-
	<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-
<b>RAS/N0126:</b> <b>To help customers choose right products</b>	Find out which product features and benefits interest individual customers and focus on these when discussing products.	5	5	-	-
	Describe and explain clearly and accurately relevant product features and benefits to customers.	5	5	-	-
	Compare and contrast products in ways that help customers choose the product that best meets their needs.	2.5	2.5	-	-

	Check customers' responses to his/her explanations and confirm their interest in the product.	2.5	2.5	-	-
	Encourage customers to ask questions & respond to their questions, comments & objections in ways that promote sales & goodwill.	2.5	2.5	-	-
	Identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill.	2.5	2.5	-	-
	Constantly check the store for security, safety and potential sales whilst helping customers.	5	5	-	-
	Give customers enough time to evaluate products and ask questions.	5	5	-	-
	Handle objections and questions in a way that promotes sales and keeps the customer's confidence.	5	5	-	-
	Identify the need for additional and associated products and take the opportunity to increase sales.	5	5	-	-
	Clearly acknowledge the customer's buying decisions.	5	5	-	-
	Clearly explain any customer rights that apply.	2.5	2.5	-	-
	Clearly explain to the customer where to pay for their purchases.	2.5	2.5	-	-
	<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-
<b>RAS/N0127: To provide personalized sales &amp; post-sales service support</b>	Use available information in the client records to help prepare for consultations.	2.5	2.5	-	-
	Check whether the work area is clean and tidy and that all the required equipment are in hand before starting a consultation.	2.5	2.5	-	-
	Quickly create a rapport with the client at the start of the consultation.	2.5	2.5	-	-
	Talk and behave towards the client in ways that project the company image effectively.	5	5	-	-
	Ask questions to understand the client's buying needs, preferences and priorities.	2.5	2.5	-	-
	Tactfully check, where appropriate, how much the client wants to spend.	2.5	2.5	-	-
	Explain clearly to the client the features and benefits of the recommended products or services and relate these to the client's individual needs.	5	5	-	-
	Identify suitable opportunities to sell additional or related products or services that are suited to the client's needs.	2.5	2.5	-	-
	Make recommendations to the client in a confident and polite way and without pressurising them.	2.5	2.5	-	-
	Pace client consultations to make good use of the selling time while maintaining good relations with the client.	2.5	2.5	-	-
	Meet the company's customer service standards while dealing with the client.	2.5	2.5	-	-
	Follow the company's procedures for keeping client records up to date.	2.5	2.5	-	-
	Record client information accurately and store it in the right places in the company's system.	2.5	2.5	-	-
	Keep client information confidential and share it only with people who have a right to it.	2.5	2.5	-	-
	Keep to clients' wishes as to how and when they may be contacted.	5	5	-	-
	Follow the company's policy and procedures for contacting clients.	2.5	2.5	-	-
Tell clients promptly and offer any other suitable products or services, where promises cannot be kept.	2.5	2.5	-	-	
	<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-

<b>RAS/N0130: To create a positive image of self &amp; organisation in the customer's mind</b>	Meet the organisation's standards of appearance and behaviour	2.5	2.5	-	-
	Greet customers respectfully and in a friendly manner	2.5	2.5	-	-
	Communicate with customers in a way that makes them feel valued and respected	5	5	-	-
	Identify and confirm customer's expectations	2.5	2.5	-	-
	Treat customers courteously and helpfully at all times	2.5	2.5	-	-
	Keep customers informed and reassured	2.5	2.5	-	-
	Adapt appropriate behaviour to respond effectively to different customer behaviour	5	5	-	-
	Respond promptly to a customer seeking assistance	2.5	2.5	-	-
	Select the most appropriate way of communicating with customers	2.5	2.5	-	-
	Check with customers to ensure complete understanding of their expectations	2.5	2.5	-	-
	Respond promptly and positively to customers' questions and comments	5	5	-	-
	Allow customers time to consider his/her response and give further explanation when appropriate	2.5	2.5	-	-
	Quickly locate information that will help customers	2.5	2.5	-	-
	Give customers the information they need about the services or products offered by the organisation	5	5	-	-
	Recognise information that customers might find complicated and check whether they fully understand	2.5	2.5	-	-
	Explain clearly to customers any reasons why their needs or expectations cannot be met	2.5	2.5	-	-
<b>Total marks</b>		<b>50</b>	<b>50</b>	-	-
<b>RAS/N0132: To resolve customer concerns</b>	Identify the options for resolving a customer service problem.	5	5	-	-
	Work with others to identify and confirm the options to resolve a customer service problem.	5	5	-	-
	Work out the advantages and disadvantages of each option for customers and the organisation.	5	5	-	-
	Pick the best option for customers and the organisation.	5	5	-	-
	Identify for customers other ways that problems may be resolved if you are unable to help.	5	5	-	-
	Identify the options for resolving a customer service problem.	0	0	-	-
	Work with others to identify and confirm the options to resolve a customer service problem.	0	0	-	-
	Work out the advantages and disadvantages of each option for your customer and your organisation.	0	0	-	-
	Pick the best option for your customer and your organisation.	0	0	-	-
	Identify for your customer other ways that problems may be resolved if you are unable to help.	0	0	-	-
	Discuss and agree the options for solving the problem with customers.	5	5	-	-
	Take action to implement the option agreed with the customer.	2.5	2.5	-	-
	Work with others and the customer to make sure that any promises related to solving the problem are kept.	2.5	2.5	-	-
	Keep customers fully informed about what is happening to resolve problem.	5	5	-	-
Check with customers to make sure the problem has been resolved to their satisfaction.	5	5	-	-	

	Give clear reasons to customers when the problem has not been resolved to their satisfaction.	5	5	-	-
	<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-
<b>RAS/N0134: To improve customer relationship</b>	Select and use the best method of communication to meet customers' expectations.	5	5	-	-
	Take the initiative to contact customers to update them when things are not going as per plan or when further information is required.	2.5	2.5	-	-
	Adapt appropriate communication to respond to individual customers' feelings.	5	5	-	-
	Meet customers' expectations within the organisation's service offer.	2.5	2.5	-	-
	Explain the reasons to customers sensitively and positively when their expectations cannot be met.	5	5	-	-
	Identify alternative solutions for customers either within or outside the organisation.	2.5	2.5	-	-
	Identify the costs and benefits of these solutions to the organisation and to customers.	5	5	-	-
	Negotiate and agree solutions with customers which satisfy them and are acceptable to the organisation.	2.5	2.5	-	-
	Take action to satisfy customers with the agreed solution.	2.5	2.5	-	-
	Make extra efforts to improve his/her relationship with customers.	2.5	2.5	-	-
	Recognise opportunities to exceed customers' expectations.	5	5	-	-
	Take action to exceed customers' expectations within the limits of his/her authority.	5	5	-	-
	Gain the help and support of others to exceed customers' expectations.	5	5	-	-
	<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-
<b>RAS/N0136: To promote continuous improvement in service</b>	Gather feedback from customers that will help identify opportunities for customer service improvement	5	5	-	-
	Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes	2.5	2.5	-	-
	Discuss with others the potential effects of any proposed changes for customers and the organisation	2.5	2.5	-	-
	Negotiate changes in customer service systems & improvements with somebody of sufficient authority to approve trial / full implementation of the change	5	5	-	-
	Organise the implementation of authorised changes	2.5	2.5	-	-
	Implement the changes following organisational guidelines	2.5	2.5	-	-
	Inform people inside and outside the organisation who need to know of the changes being made and the reasons for them	5	5	-	-
	Monitor early reactions to changes and make appropriate fine-tuning adjustments	2.5	2.5	-	-
	Collect and record feedback on the effects of changes	5	5	-	-
	Analyse and interpret feedback and share the findings on the effects of changes with others	2.5	2.5	-	-
	Summarise the advantages and disadvantages of the changes	5	5	-	-
	Use your analysis and interpretation of changes to identify opportunities for further improvement	5	5	-	-
	Present these opportunities to somebody with sufficient authority to make them happen	5	5	-	-
	<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-

<b>RAS/N0127: To provide specialist support to customers facilitating purchases</b>	Talk to customers politely and in ways that promote sales and goodwill.	5	5	-	-
	Use the information given by the customer to find out what they are looking for.	2.5	2.5	-	-
	Help the customer understand the features and benefits of the products they have shown an interest in.	2.5	2.5	-	-
	Explain clearly and accurately the features and benefits of products and relate these to the customer's needs.	5	5	-	-
	Promote the products that give the best match between the customer's needs and the store's need to make sales.	2.5	2.5	-	-
	Spot and use suitable opportunities to promote other products where these will meet the customer's needs.	2.5	2.5	-	-
	Control the time he/she spends with the customer to match the value of the prospective purchase.	5	5	-	-
	Constantly check the store for safety, security and potential sales while helping individual customers.	2.5	2.5	-	-
	Find out if the customer is willing to see a demonstration.	2.5	2.5	-	-
	Set up demonstrations safely and in a way that disturbs other people as little as possible.	2.5	2.5	-	-
	Check whether he/she has everything needed to give an effective demonstration.	2.5	2.5	-	-
	Give demonstrations that clearly show the use and value of the product.	5	5	-	-
	Offer customers the opportunity to use the product themselves, where appropriate.	2.5	2.5	-	-
	Give customers enough chance to ask questions about the products or services he/she is demonstrating to them.	2.5	2.5	-	-
	Check that the store will be monitored for security, safety and potential sales while he/she is carrying out demonstrations.	5	5	-	-
<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-	
<b>RAS/N0128: To maximise sales of goods &amp; services</b>	Identify promotional opportunities and estimate their potential to increase sales.	7.5	7.5	-	-
	Identify promotional opportunities which offer the greatest potential to increase sales.	5	5	-	-
	Report promotional opportunities to the right person.	7.5	7.5	-	-
	Fill in the relevant records fully and accurately.	7.5	7.5	-	-
	Tell customers about promotions clearly and in a persuasive way.	5	5	-	-
	Identify and take the most effective actions for converting promotional sales into regular future sales.	7.5	7.5	-	-
	Gather relevant and accurate information about the effectiveness of promotions, and communicate this information clearly to the right person.	5	5	-	-
	Record clearly and accurately the results of promotions.	5	5	-	-
<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-	
<b>RAS/N0133: To organise the delivery of reliable service</b>	Plan, prepare and organise everything that is needed to deliver a variety of services or products to different types of customers	2.5	2.5	-	-
	Organise what he/she does to ensure consistency in giving prompt attention to customers.	2.5	2.5	-	-
	Reorganise his/her work to respond to unexpected additional workloads	2.5	2.5	-	-
	Maintain service delivery during very busy periods and unusually quiet periods and when systems, people or resources have let you down	5	5	-	-

	Consistently meet customers' expectations	5	5	-	-
	Balance the time he/she takes with customers with the demands of other customers seeking attention	2.5	2.5	-	-
	Respond appropriately to customers when they make comments about the products or services being offered	5	5	-	-
	Alert others to repeated comments made by customers	2.5	2.5	-	-
	Take action to improve the reliability of his/her service based on customer comments	2.5	2.5	-	-
	Monitor whether the action taken has improved the service given to customers	5	5	-	-
	Record and store customer service information accurately following organisational guidelines	2.5	2.5	-	-
	Select and retrieve customer service information that is relevant, sufficient and in an appropriate format	5	5	-	-
	Quickly locate information that will help solve a customer's query	2.5	2.5	-	-
	Supply accurate customer service information to others using the most appropriate method of communication	5	5	-	-
	<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-
<b>RAS/N0135: To monitor and solve service concerns</b>	Respond positively to customer service problems following organisational guidelines.	5	5	-	-
	Solve customer service problems when he/she has sufficient authority	2.5	2.5	-	-
	Work with others to solve customer service problems	2.5	2.5	-	-
	Keep customers informed of the actions being taken	5	5	-	-
	Check with customers that they are comfortable with the actions being taken	2.5	2.5	-	-
	Solve problems with service systems and procedures that might affect customers before they become aware of them	2.5	2.5	-	-
	Inform managers and colleagues of the steps taken to solve specific problems	2.5	2.5	-	-
	Identify repeated customer service problems	2.5	2.5	-	-
	Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option	5	5	-	-
	Work with others to select best options for solving repeated customer service problems, balancing customer expectations with the needs of the organisation	2.5	2.5	-	-
	Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.	2.5	2.5	-	-
	Action the agreed solution	5	5	-	-
	Keep customers informed in a positive and clear manner of steps being taken to solve any service problems	5	5	-	-
	Monitor the changes that have been made and adjust them if appropriate	5	5	-	-
<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-	
<b>RAS/N0114: To process credit applications for purchases</b>	Identify the customer's needs for credit facilities	7.5	7.5	-	-
	Clearly explain to the customer the features and conditions of credit facilities.	10	10	-	-
	Provide enough time and opportunities for the customer to ask for clarification or more information.	7.5	7.5	-	-
	Accurately fill in the documents needed to allow the customer to get credit.	10	10	-	-

	Successfully carry out the necessary credit checks and authorisation procedures.	7.5	7.5	-	-
	Promptly refer difficulties in processing applications to the right person	7.5	7.5	-	-
	<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-
<b>RAS/N0137: To work effectively in a retail team</b>	Display courteous and helpful behaviour at all times	5	5	-	-
	Take opportunities to enhance the level of assistance offered to colleagues	2.5	2.5	-	-
	Meet all reasonable requests for assistance within acceptable workplace timeframes	2.5	2.5	-	-
	Complete allocated tasks as required	2.5	2.5	-	-
	Seek assistance when difficulties arise	2.5	2.5	-	-
	Use questioning techniques to clarify instructions or responsibilities	5	5	-	-
	Identify and display a non discriminatory attitude in all contacts with customers and other staff members	2.5	2.5	-	-
	Observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact	2.5	2.5	-	-
	Follow personal hygiene procedures according to organisational policy and relevant legislation	2.5	2.5	-	-
	Interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task	5	5	-	-
	Interpret, confirm and act on legal requirements in regard to anti- discrimination, sexual harassment and bullying	2.5	2.5	-	-
	Ask questions to seek and clarify workplace information	5	5	-	-
	Plan and organise daily work routine within the scope of the job role	5	5	-	-
	Prioritise and complete tasks according to required timeframes	2.5	2.5	-	-
Identify work and personal priorities and achieve a balance between competing priorities	2.5	2.5	-	-	
	<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-
<b>RAS/N0138: To work effectively in an organisation</b>	Share work fairly with colleagues, taking account of own and others' preferences, skills and time available	2.5	2.5	-	-
	Make realistic commitments to colleagues and do what has been promised	2.5	2.5	-	-
	Let colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives	2.5	2.5	-	-
	Encourage and support colleagues when working conditions are difficult	2.5	2.5	-	-
	Encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect	2.5	2.5	-	-
	Follow the company's health and safety procedures while working	2.5	2.5	-	-
	Discuss and agree with the right people goals that are relevant, realistic and clear	2.5	2.5	-	-
	Identify the knowledge and skills needed to achieve his/her goals	2.5	2.5	-	-
	Agree action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning	2.5	2.5	-	-
	Regularly check his/her progress and, when necessary, change the way of working	2.5	2.5	-	-
	Ask for feedback on his/her progress from those in a position to give it, and use their feedback to improve his/her performance	2.5	2.5	-	-
	Encourage colleagues to ask him/her for work-related information or advice that he/she is likely to be able to provide	2.5	2.5	-	-

	Notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice	2.5	2.5	-	-
	Give clear, accurate and relevant information and advice relating to tasks and procedures	5	5	-	-
	Explain and demonstrate procedures clearly, accurately and in a logical sequence	2.5	2.5	-	-
	Encourage colleagues to ask questions if they don't understand the information and advice given to them	2.5	2.5	-	-
	Give colleagues opportunities to practice new skills, and give constructive feedback	2.5	2.5	-	-
	Check that health, safety and security are not compromised when helping others to learn	5	5	-	-
	<b>Total marks</b>	<b>50</b>	<b>50</b>	-	-
<b>DGT/VSQ/N0102: Employability skills</b>	Introduction to employability skills	1	1	-	-
	Constitutional values - Citizenship	1	1	-	-
	Becoming a Professional in the 21st Century	2	4	-	-
	Basic English skills	2	3	-	-
	Career development & goal setting	1	2	-	-
	Communication skills	2	2	-	-
	Diversity & inclusion	1	2	-	-
	Financial and Legal Literacy	2	3	-	-
	Essential digital skills	3	4	-	-
	Entrepreneurship	2	3	-	-
	Customer service	1	2	-	-
	Getting Ready for Apprenticeship & Jobs	2	3	-	-
	<b>Total Marks</b>	<b>20</b>	<b>30</b>	-	-
<b>Grand total</b>		<b>820</b>	<b>830</b>	-	-

## 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.
- The candidate/ learner must possess the OJT completion certificate duly signed and stamped by the authorised signatory on the letter head of the employer where the OJT was imparted. The candidates/ learners without the OJT completion certificate must not be allowed to undertake 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 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 under 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.
- Every candidate must produce their mandatory OJT Completion Certificate duly signed and stamped from the authorised signatory of the employer where the OJT was completed. The copy of the same must be collected and stored by the assessor/ proctor/ AA and submitted to RASCI/ AB on demand.
- 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 timestamped 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 the 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 needs 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
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

## Glossary

Term	Description
<b>National Occupational Standards (NOS)</b>	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.
<b>Qualification</b>	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
<b>Qualification File</b>	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.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>