



## QUALIFICATION FILE

### Retail Sales Assistant

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 (RASCI)**

**A-703/704, Sagar Tech Plaza,**

**7th floor, Andheri Kurla Road,**

**Sakinaka, Andheri (East), Mumbai - 400 072**

**Tel: +91-22-40058210-5**

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## Section 1: Basic Details

| 1.     | <b>Qualification Name</b>   | Retail Sales Assistant   |  |  |        |  |   |   |  |                        |   |   |  |   |   |  |
|--------|---|--|--|--|--------|--|---|---|--|------------------------|---|---|--|---|---|--|
| 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<br><input type="checkbox"/> OEM | <b>NQR Code &amp; version of existing/previous qualification:</b><br>QG-03-OR-00409-2023-V1.1-RASCI & V 1.1: Version 3.0 ( <i>Change to previous, once approved</i> )  | <b>Qualification Name of existing/previous version:</b> Retail Trainee Associate |  |        |  |   |   |  |                        |   |   |  |   |   |  |
| 4.     | <b>a. OEM Name</b><br><b>b. Qualification Name</b><br>(Wherever applicable)   |  |  |  |        |  |   |   |  |                        |   |   |  |   |   |  |
| 5.     | <b>National Qualification Register (NQR) Code &amp;Version</b><br>(Will be issued after NSQC approval)  | QG-03-OR-03322-2024-V2-RASCI   | <b>6. NCrF/NSQF Level:</b> 3   |  |        |  |   |   |  |                        |   |   |  |   |   |  |
| 7.     | <b>Award (Certificate/Diploma/Advance Diploma/ Any Other)</b><br>(Wherever applicable specify multiple entry/exits also & provide details in annexure)                                | Certificate  |  |  |        |  |   |   |  |                        |   |   |  |   |   |  |
| 8.     | <b>Brief Description of the Qualification</b>   | Individuals in this position display merchandise and interact with customers to understand their needs to service them with sales of relevant product offerings whilst working cordially within the team and retail organization.  |  |  |        |  |   |   |  |                        |   |   |  |   |   |  |
| 9.     | <b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>  | <b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">S. No.</th> <th style="width: 50%;">Academic/Skill Qualification (with Specialization - if applicable)</th> <th style="width: 40%;">Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td> <ul style="list-style-type: none"> <li>10<sup>th</sup> Grade pass</li> </ul> </td> <td>No Experience required</td> </tr> <tr> <td style="text-align: center;">2</td> <td> <ul style="list-style-type: none"> <li>Previous relevant Qualification of NSQF Level 2.5</li> </ul> </td> <td>1.5-year relevant experience in store operations</td> </tr> <tr> <td style="text-align: center;">3</td> <td> <ul style="list-style-type: none"> <li>Previous relevant Qualification of NSQF Level 2</li> </ul> </td> <td>3-year relevant experience in store operations</td> </tr> </tbody> </table> |  |  | S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | 1 | <ul style="list-style-type: none"> <li>10<sup>th</sup> Grade pass</li> </ul> | No Experience required | 2 | <ul style="list-style-type: none"> <li>Previous relevant Qualification of NSQF Level 2.5</li> </ul> | 1.5-year relevant experience in store operations | 3 | <ul style="list-style-type: none"> <li>Previous relevant Qualification of NSQF Level 2</li> </ul> | 3-year relevant experience in store operations |
| S. No. | Academic/Skill Qualification (with Specialization - if applicable)  | Required Experience (with Specialization - if applicable)  |  |  |        |  |   |   |  |                        |   |   |  |   |   |  |
| 1      | <ul style="list-style-type: none"> <li>10<sup>th</sup> Grade pass</li> </ul>  | No Experience required   |  |  |        |  |   |   |  |                        |   |   |  |   |   |  |
| 2      | <ul style="list-style-type: none"> <li>Previous relevant Qualification of NSQF Level 2.5</li> </ul>   | 1.5-year relevant experience in store operations   |  |  |        |  |   |   |  |                        |   |   |  |   |   |  |
| 3      | <ul style="list-style-type: none"> <li>Previous relevant Qualification of NSQF Level 2</li> </ul>   | 3-year relevant experience in store operations   |  |  |        |  |   |   |  |                        |   |   |  |   |   |  |
|        |   | <b>b. Age:</b> <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))  | 13   | <b>11. Common Cost Norm Category (I/II/III)</b><br>(wherever applicable): II     |  |        |  |   |   |  |                        |   |   |  |   |   |  |

| 12.                     | <b>Any Licensing requirements for Undertaking Training on This Qualification</b> <i>(wherever applicable)</i>  | Not Applicable   |                       |                         |   |  |                         |                |                   |                       |                         |               |                     |     |     |    |    |     |        |    |    |    |    |    |
|-------------------------|--|--|-----------------------|-------------------------|---|--|-------------------------|----------------|-------------------|-----------------------|-------------------------|---------------|---------------------|-----|-----|----|----|-----|--------|----|----|----|----|----|
| 13.                     | <b>Training Duration by Modes of Training Delivery</b> <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i> | <input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended<br><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>144</td> <td>186</td> <td>60</td> <td>NA</td> <td>390</td> </tr> <tr> <td>Online</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i> |                       |                         |   |  | Training Delivery Modes | Theory (Hours) | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) | Classroom (offline) | 144 | 186 | 60 | NA | 390 | Online | NA | NA | NA | NA | NA |
| Training Delivery Modes | Theory (Hours)   | Practical (Hours)  | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours)                           |  |                         |                |                   |                       |                         |               |                     |     |     |    |    |     |        |    |    |    |    |    |
| Classroom (offline)     | 144  | 186  | 60                    | NA                      | 390                                     |  |                         |                |                   |                       |                         |               |                     |     |     |    |    |     |        |    |    |    |    |    |
| Online                  | NA   | NA   | NA                    | NA                      | NA                                      |  |                         |                |                   |                       |                         |               |                     |     |     |    |    |     |        |    |    |    |    |    |
| 14.                     | <b>Aligned to NCO/ISCO Code/s</b> <i>(if no code is available mention the same)</i>  | NCO-2015/5223.0105   |                       |                         |   |  |                         |                |                   |                       |                         |               |                     |     |     |    |    |     |        |    |    |    |    |    |
| 15.                     | <b>Progression path after attaining the qualification</b> <i>(Please show Professional and Academic progression)</i>   | Retail Sales Executive   |                       |                         |   |  |                         |                |                   |                       |                         |               |                     |     |     |    |    |     |        |    |    |    |    |    |
| 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<br><b>If "Yes", specify applicable type of Disability:</b> Locomotor disability, Speech & Hearing impaired and low vision.   |                       |                         |   |  |                         |                |                   |                       |                         |               |                     |     |     |    |    |     |        |    |    |    |    |    |
| 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> <i>(Specify the NOS/Module which covers it)</i>  | <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 type="checkbox"/> Yes <input type="checkbox"/> No  |                       |                         |   |  |                         |                |                   |                       |                         |               |                     |     |     |    |    |     |        |    |    |    |    |    |
| 22.                     | <b>Name and Contact Details of Submitting / Awarding Body SPOC</b><br><i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i>                   | <b>Name:</b> Ms. Amruta Khodke<br><b>Email:</b> <a href="mailto:amruta.khodke@rasci.in">amruta.khodke@rasci.in</a><br><b>Contact No.:</b> +91 22 40058210-5; Ext. 17<br><b>Website:</b> <a href="https://www.rasci.in">https://www.rasci.in</a>  |                       |                         |   |  |                         |                |                   |                       |                         |               |                     |     |     |    |    |     |        |    |    |    |    |    |
| 23.                     | <b>Final Approval Date by NSQC:</b> 22/10/2024   | <b>24. Validity Duration:</b> 3 years  |                       |                         | <b>25. Next Review Date:</b> 22/10/2027 |  |                         |                |                   |                       |                         |               |                     |     |     |    |    |     |        |    |    |    |    |    |

## 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 (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  | Display stock to promote sales                    | RAS/N0105: v 2.0                          | Core          | 3               | 2                   | 20                        | 30  | 10       | NA       | 60    | 50               | 50  | NA    | NA   | 100   | 13                            |     |
| 2  | Prepare visual merchandising displays             | RAS/N0106: v 2.0                          | Core          | 3               | 1                   | 10                        | 14  | 6        | NA       | 30    | 50               | 50  | NA    | NA   | 100   | 13                            |     |
| 3  | Dress visual merchandising displays               | RAS/N0107: v 2.0                          | Core          | 3               | 2                   | 24                        | 26  | 10       | NA       | 60    | 50               | 50  | NA    | NA   | 100   | 13                            |     |
| 4  | Dismantle and Store Visual Merchandising Displays | RAS/N0108: v 2.0                          | Core          | 3               | 1                   | 10                        | 14  | 6        | NA       | 30    | 50               | 50  | NA    | NA   | 100   | 13                            |     |
| 5  | Prepare Products for Sale                         | RAS/N0109: v 2.0                          | Core          | 3               | 3                   | 38                        | 42  | 10       | NA       | 90    | 50               | 50  | NA    | NA   | 100   | 15                            |     |
| 6  | Promote Loyalty Schemes to Customers              | RAS/N0118: v 2.0                          | Non-Core      | 3               | 1                   | 10                        | 14  | 6        | NA       | 30    | 50               | 50  | NA    | NA   | 100   | 10                            |     |
| 7  | Maintain Store Security                           | RAS/N0119: v 2.0                          | Non-Core      | 3               | 0.5                 | 4                         | 5   | 6        | NA       | 15    | 50               | 50  | NA    | NA   | 100   | 7                             |     |
| 8  | To Provide Information to Customers               | RAS/N0124: v 2.0                          | Non-Core      | 3               | 0.5                 | 4                         | 5   | 6        | NA       | 15    | 50               | 50  | NA    | NA   | 100   | 10                            |     |
| 9  | Employability Skills                              | DGT/VSQ/N0102                             | Non-Core      | 4               | 2                   | 24                        | 36  | -        | NA       | 60    | 20               | 30  | NA    | NA   | 50    | 6                             |     |
| <b>Duration (in Hours) / Total Marks</b> |   |   |               |                 |                     | 13                        | 144 | 186      | 60       | NA    | 390              | 420 | 430   | NA   | NA    | 850                           | 100 |

## Elective 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                            |

| 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                            |
| <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                            |
| 2.                                       | 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) (as per NCVET guidelines)</b>        | <ul style="list-style-type: none"> <li>12th pass and qualified at minimum NCrf/ NSQF level of 4.0 in the sub sector of Retail Store Operations or Sales and having a minimum of 4 years of Industry or training experience in store operations with at least 2 year of industry experience in store operations.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Graduate (In any Field)/ Diploma in Retail Management and qualified at minimum NCrf/ NSQF level of 4.0 in the sub sector of retail store operations and having a minimum of 2 years of Industry or training experience in store operations with at least 1 year of industry experience in store operations.</li> </ul> <p><b>Platform Certification:</b> Recommended that the Trainer is certified for the Job Role Retail Sales Assistant: "Trainer (VET and skills)", mapped to the Qualification Pack: "MEP/Q2601, v2.0". The minimum accepted score is 80%.</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) (as per NCVET guidelines)</b> | ToT certified trainer with minimum 5 years of training experience, upskilled and certified in any qualification which is at a minimum of 2 NCrf/ NSQF levels above this qualification in retail store operations.   |
| 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> | Upskilling required for trainers in TOT certification in Employability Skills.  |

### Section 4: Assessment Related

|    |   |   |
|----|---|---|
| 1. | <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 and qualified at minimum NCrf/ NSQF level of 4.0 in the sub sector of Retail Store Operations or Sales and having a minimum of 5 years of Industry experience.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Graduate (In any field)/ Diploma in Retail Management and qualified with at least minimum NCrf/ NSQF level of 4.0 in the sub sector of retail operations and having a minimum of 3 years of relevant Industry experience in store operations.</li> </ul> <p><b>Platform Certification:</b> Recommended that the Assessor is certified for the Job Role Retail Sales Assistant: "Assessor (VET and skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0". The minimum accepted score is 80%.</p> |
| 2. | <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  |
| 3. | <b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b> | Graduate and above with a minimum of 10 years of industry experience in retail store operations.  |
| 4. | <b>Assessment Mode (Specify the assessment mode)</b>  | Online on physically proctored/ remote proctored digital assessment platform with comprehensive auditable trails.   |
| 5. | <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> 24   |
| 5. | <b>Estimated nos. of persons to be trained and employed:</b> 95113                                  |
| 6. | <b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> Annexure Enclosed |

## 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 <i>(Mandatory)</i>                      | <i>Enclosed</i>       |
| 2.  | <b>Annexure:</b> List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i> | <i>Enclosed</i>       |
| 3.  | <b>Annexure:</b> Detailed Assessment Criteria <i>(Mandatory)</i>  | <i>Enclosed</i>       |
| 4.  | <b>Annexure:</b> Assessment Strategy <i>(Mandatory)</i>   | <i>Enclosed</i>       |
| 5.  | <b>Annexure:</b> Blended Learning <i>(Mandatory, in case selected Mode of delivery is "Blended Learning")</i>               | <i>Enclosed</i>       |
| 6.  | <b>Annexure:</b> Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>              | <i>Not Applicable</i> |
| 7.  | <b>Annexure:</b> Acronym and Glossary <i>(Optional)</i>   | <i>Enclosed</i>       |
| 8.  | <b>Supporting Document:</b> Model Curriculum <i>(Mandatory – Public view)</i>   | <i>Enclosed</i>       |
| 9.  | <b>Supporting Document:</b> Career Progression <i>(Mandatory - Public view)</i>   | <i>Enclosed</i>       |
| 10. | <b>Supporting Document:</b> Occupational Map <i>(Mandatory)</i>   | <i>Enclosed</i>       |
| 11. | <b>Supporting Document:</b> Assessment SOP <i>(Mandatory)</i>   | <i>Enclosed</i>       |
| 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 individual 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 needs 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 work-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> </ul>  | 3               |

|   |   |  |   |
|---|---|--|---|
|   |   | <ul style="list-style-type: none"> <li>• Use digital tools, has basic Financial and Digital literacy, Aadhar and Mobile</li> </ul>   |   |
| <b>Broad Learning Outcomes/Core Skill</b> | 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>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> | 3 |
| <b>Responsibility</b>                     | 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 service such as displaying merchandise and interacting with customers to understand their needs to service them with sales of relevant product offerings whilst working cordially within the team and retail organisation.       | <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>   | 3 |

## 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 ad -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     | Shopping Basket/Shopping Cart  | 60L capacity, Non-Branded               | 1                                 |
| 14     | Dummy Fire Extinguisher  | Cease Fire or equivalent                | 1                                 |
| 15     | Computer (PC) with latest configurations – and Internet connectionwith standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest |   | As required                       |

|    |                                   |                |             |
|----|-----------------------------------|----------------|-------------|
|    | version or one/two version below) |                |             |
| 16 | UPS                               |                | As required |
| 17 | Scanner cum Printer               |                | As required |
| 18 | Computer Tables                   |                | As required |
| 19 | Computer Chairs                   |                | As required |
| 20 | LCD Projector                     |                | As required |
| 21 | 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

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### 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     | Titan   | Sabharatnam Narayanan | Head -Retail Training     | Bengaluru       | 992025444115     | narayanans@titan.co.in             | -                               |
| 2     | Third Wave  | Diya Suri             | VP- People                | Bengaluru       | 9820165820       | diya@thirdwavecoffee.in            | -                               |
| 3     | Shoppers Stop   | Aniruddha Mahajan     | Deputy VP HR operations   | Maharashtra     | 022-42497000     | aniruddha.mahajan@shoppersstop.com | -                               |
| 4     | Joyallukas  | Joseph christo        | DGM HR & Admin            | Kerala          | 9447767916       | christo@joyallukas.com             | -                               |
| 5     | Reliance SMART  | Jeeva Balakrishnan    | Chief Talent Officer      | Maharashtra     | 9940011500       | Jeeva.balakrishnan@ril.com         | -                               |
| 6     | Reliance digital  |                       |                           |                 |                  |                                    |                                 |
| 7     | Jio mart, Netmeds.com, AJIO.com, Urban Ladder, Jio Mart digital, Jio Digital Life |                       |                           |                 |                  |                                    |                                 |
| 8     | Reliance TRENDS, Reliance Jewels, TRENDS Footwear                                 |                       |                           |                 |                  |                                    |                                 |
| 9     | 7 Eleven, Reliance Fresh signature, Freshpik, SMART Point                         |                       |                           |                 |                  |                                    |                                 |
| 10    | Hamleys   |                       |                           |                 |                  |                                    |                                 |
| 11    | GAP   |                       |                           |                 |                  |                                    |                                 |
| 12    | METRO wholesale   |                       |                           |                 |                  |                                    |                                 |
| 13    | Fashion Factory   |                       |                           |                 |                  |                                    |                                 |
| 14    | Reliance mall   |                       |                           |                 |                  |                                    |                                 |
| 15    | Viveks  | Vasumathi. K          | Manager- HR               | Chennai         | 9566151348       | Vasumathi.k@viveks.com             | -                               |
| 16    | Big basket  | Kavita Bagwe          | Regional HR – Head Mumbai | Maharashtra     | 9619791692       | Kavita.bagwe@bigbasket.com         | -                               |

|    |                         |                   |                                      |             |            |                                 |   |
|----|-------------------------|-------------------|--------------------------------------|-------------|------------|---------------------------------|---|
| 17 | Landmark - Max          | Dinesh Kumar      | Senior Manager                       | Bengaluru   | 7760970816 | Dinesh.kumar@landmarkgroup.in   | - |
| 18 | Spykar                  | Deepali Mathur    | Chief Manager-people                 | Maharashtra | 9819206553 | Deepali.mathur@spykar.com       | - |
| 19 | BIBA                    | Umesh Agarwal     | Senior Manager – HR                  | Gurugram    | 9711988055 | Umesh.agarwal@bibaindia.com     | - |
| 20 | Croma                   | Robin Sharma      | Head HRBP                            | Maharashtra | 7738384471 | robin.sharma@croma.com          | - |
| 21 | Medplus                 | D. Harihara Rao   | Head HR                              | Hyderabad   | 8888051127 | harid@medplusindia.com          | - |
| 22 | Star bazaar- tata trent | Nilima Raut       | Sr Mgr HR - Store & Depot Operations | Maharashtra | 9619498544 | Nilima.Raut@trenthyper-tata.com | - |
| 23 | Pay nearby              | Anand kumar Bajaj | Director                             | Maharashtra | 7738947773 | anand@paynearby.in              | - |
| 24 | Vishal Megamart         | Nitin Mishra      | HRBP                                 | Delhi       | 9999505104 | nitin.mishra@vishalretail.co.in | - |

## Annexure: Training &amp; 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 | 27175                | 19023                              | 10870                | 7609                               | 815                    | 571                                |
| 2024-25 | 61144                | 42801                              | 24458                | 17120                              | 1834                   | 1284                               |
| 2025-26 | 47556                | 33289                              | 19023                | 13316                              | 1427                   | 999                                |

**Note:** Tentative projection 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 | Trained | Assessed | Certified | Placed | Trained                | Assessed | Certified | Placed |
| 3.0                   | 2023-24 | 64,232           | 21,187   | 18,754    | 60,351 | -       | -        | -         | -      | -                      | -        | -         | -      |
| 2.0                   | 2022-23 | 60,182           | 8,496    | 5,973     | 47,042 |         |          |           |        |                        |          |           |        |
| 2.0                   | 2021-22 | 44,849           | 12,812   | 10,264    | 40,758 | -       | -        | -         | -      | -                      | -        | -         | -      |

*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:** Hindi and English

### Annexure: Blended Learning

**Blended Learning Estimated Ratio & Recommended Tools:**

| S. No. | Select the Components of the Qualification  | List Recommended Tools – for all Selected Components | Offline: Online Ratio |
|--------|---|--|-----------------------|
| 1      | <input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge                    | Not Applicable                                       | Not Applicable        |
| 2      | <input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners | Not Applicable                                       | Not Applicable        |
| 3      | <input type="checkbox"/> Showing Practical Demonstrations to the learners                                     | Not Applicable                                       | Not Applicable        |
| 4      | <input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training         | Not Applicable                                       | Not Applicable        |
| 5      | <input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice  | Not Applicable                                       | Not Applicable        |
| 6      | <input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations                           | Not Applicable                                       | Not Applicable        |
| 7      | <input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training          | Not Applicable                                       | 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/N0105:<br/>Display stock to promote sales</b>                    | Identify the need for the display in relation to stock, space, position of the display and dates.                               | 5            | 5               | -             | -          |
|   | Check that the display area is the right size and report any concerns promptly.   | 2.5          | 2.5             | -             | -          |
|   | Gather the materials, equipment and stock needed for the display and check that they are clean, safe and in good working order. | 5            | 5               | -             | -          |
|   | Follow company procedures for clearing, cleaning and preparing the display area before use.                                     | 2.5          | 2.5             | -             | -          |
|   | Set up and dismantle the display safely, in line with plans and within the time allowed.  | 5            | 5               | -             | -          |
|   | Check that the display is clean, tidy and safe for use.   | 2.5          | 2.5             | -             | -          |
|   | Check that the display has the levels of stock needed.  | 5            | 5               | -             | -          |
|   | Clean and store equipment and excess materials; get rid of waste safely, correctly and promptly.                                | 2.5          | 2.5             | -             | -          |
|   | Check requirements for labelling stock.   | 5            | 5               | -             | -          |
|   | Check information on the label is clear, accurate and legal before starting to label stock.                                     | 2.5          | 2.5             | -             | -          |
|   | Report promptly any information on labels that may need changing.   | 2.5          | 2.5             | -             | -          |
|   | Attach the right labels to the right products.  | 2.5          | 2.5             | -             | -          |
|   | Position labels so that they are securely fastened and customers can see them clearly.  | 5            | 5               | -             | -          |
|   | Complete labelling within the time allowed.   | 2.5          | 2.5             | -             | -          |
|   | <b>Total Marks</b>  |              | <b>50</b>       | <b>50</b>     | -          |
| <b>RAS/N0108:<br/>Dismantle and Store Visual Merchandising Displays</b> | Dismantle displays safely.  | 2.5          | 2.5             | -             | -          |
|   | Protect the parts of the display from being damaged during dismantling.   | 5            | 5               | -             | -          |
|   | Return the parts of the display to the appropriate places promptly and, if needed, in a saleable condition.                     | 5            | 5               | -             | -          |
|   | Get rid of unwanted materials safely and keep accurate records of this if needed.   | 5            | 5               | -             | -          |
|   | Clean display sites and parts using safe and approved cleaning materials and equipment.   | 5            | 5               | -             | -          |
|   | Work out accurately the storage space required.   | 5            | 5               | -             | -          |
|   | Identify the protective packaging he/she needs and the security measures that need to be in place.                              | 5            | 5               | -             | -          |
|   | Store items in suitable places and with clear and accurate labels.  | 2.5          | 2.5             | -             | -          |

|  |   |           |           |   |   |
|--|---|-----------|-----------|---|---|
|  | Keep accurate and up-to-date records of items in storage.   | 5         | 5         | - | - |
|  | Identify damaged items, missing items and dangers and risks to health and safety, and report these promptly to the right person.                    | 5         | 5         | - | - |
|  | Check that storage facilities and items in storage are clean, safe, secure and accessible only to those with a right to them.                       | 5         | 5         | - | - |
|  | <b>Total Marks</b>  | <b>50</b> | <b>50</b> | - | - |
| <b>RAS/N0109:<br/>Prepare Products for Sale</b>            | Check that all expected items and parts of the product are in the package.  | 5         | 5         | - | - |
|  | Remove all unwanted packaging and safely get rid of waste.  | 5         | 5         | - | - |
|  | Gather the tools he/she needs for putting products together.  | 5         | 5         | - | - |
|  | Use safe work methods and follow manufacturers' instructions when putting products together.  | 5         | 5         | - | - |
|  | Check that products have been assembled correctly and can be used safely.   | 10        | 10        | - | - |
|  | Ask the right person for help when products are proving difficult to put together.  | 7.5       | 7.5       | - | - |
|  | Check regularly that products on display are in a satisfactory condition.   | 5         | 5         | - | - |
|  | Promptly remove damaged products from display and follow company procedures for dealing with them.  | 7.5       | 7.5       | - | - |
|  | <b>Total Marks</b>  | <b>50</b> | <b>50</b> | - | - |
| <b>RAS/N0118:<br/>Promote Loyalty Schemes to Customers</b> | Take suitable opportunities to ask customers if they are members of the loyalty scheme and whether they are interested in joining.                  | 5         | 5         | - | - |
|  | Explain clearly and accurately to customers how joining the scheme would benefit them, including any current special offers relating to the scheme. | 5         | 5         | - | - |
|  | Respond positively to any questions or objections that the customer raises.   | 5         | 5         | - | - |
|  | Provide relevant information to the customer to help them decide whether to join the scheme.  | 2.5       | 2.5       | - | - |
|  | Treat the customer politely at all times and in a way that promotes goodwill.   | 2.5       | 2.5       | - | - |
|  | Recognise accurately when customers are interested in joining the scheme.   | 5         | 5         | - | - |
|  | Take opportunities to ask customers who are showing signs of interest to sign up for the scheme.  | 5         | 5         | - | - |
|  | Fill in the membership application accurately with the customer, using the information they provide.  | 5         | 5         | - | - |
|  | Give the customer proof of their membership.  | 5         | 5         | - | - |
|  | Check with the customer that their details, as shown on the membership documentation, are correct.  | 5         | 5         | - | - |
|  | Give application forms to customers who show interest but are not willing to join the scheme then and there.  | 5         | 5         | - | - |
|  | <b>Total Marks</b>  | <b>50</b> | <b>50</b> | - | - |
| <b>RAS/N0119:<br/>Maintain Store Security</b>              | Notice and correctly identify security risks.   | 10        | 10        | - | - |
|  | Follow company procedures for reporting security risks.   | 10        | 10        | - | - |
|  | Report security risks to the right people promptly and accurately.  | 10        | 10        | - | - |
|  | Follow company procedures for preventing security risks while working.  | 10        | 10        | - | - |
|  | Notice where stock may have been stolen and tell the right person about it.   | 10        | 10        | - | - |
|  | <b>Total Marks</b>  | <b>50</b> | <b>50</b> | - | - |
|  | Identify the purpose, content and style of the display.   | 5         | 5         | - | - |

|  |   |           |           |   |   |
|--|---|-----------|-----------|---|---|
| <b>RAS/N0106:</b><br><b>Prepare Visual merchandising displays</b>  | Identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.                              | 5         | 5         | - | - |
|  | Evaluate whether the place to put the display is likely to fulfil the design brief.   | 5         | 5         | - | - |
|  | Create new and effective ways of improving the visual effect, within his/her limits of design brief, company's visual design policies and authority.            | 7.5       | 7.5       | - | - |
|  | Confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.                             | 5         | 5         | - | - |
|  | Identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person.         | 5         | 5         | - | - |
|  | Verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed.  | 7.5       | 7.5       | - | - |
|  | Check the progress of deliveries and take suitable action if delays seem likely.  | 5         | 5         | - | - |
|  | Update stock records to account for merchandise on display.   | 5         | 5         | - | - |
|  | <b>Total Marks</b>  | <b>50</b> | <b>50</b> | - | - |
| <b>RAS/N0107:</b><br><b>Dress visual merchandising displays</b>  | Use the design brief to identify the focal points of the display.   | 5         | 5         | - | - |
|  | Choose shapes, colours and groupings that are suited to the purpose and style of the display.   | 2.5       | 2.5       | - | - |
|  | Create displays that achieve the required visual effect and are consistent with the company's visual design policy.   | 2.5       | 2.5       | - | - |
|  | Position merchandise, graphics and signs in ways that promote sales.  | 2.5       | 2.5       | - | - |
|  | Check that lighting is installed in line with the design brief.   | 2.5       | 2.5       | - | - |
|  | Check that the finished display meets health and safety guidelines and legal requirements.  | 5         | 5         | - | - |
|  | Position merchandise, graphics & signs according to guidelines & in ways that attract attention & interest of customers & give customers information they need. | 2.5       | 2.5       | - | - |
|  | Group merchandise appropriately for the purpose & style of display, the selling features of merchandise & the visual effect needed under the design brief.      | 2.5       | 2.5       | - | - |
|  | Make sure that lighting is installed in line with lighting requirements.  | 2.5       | 2.5       | - | - |
|  | Check that all the parts of the display are suitable for the purpose of the display and meet requirements.  | 2.5       | 2.5       | - | - |
|  | Check that the display meets requirements for easy access, safety and security.   | 2.5       | 2.5       | - | - |
|  | Identify safety and security risks to the display and choose suitable ways of reducing risks.   | 2.5       | 2.5       | - | - |
|  | Consider how the display looks from all the directions from which customers will approach it.   | 2.5       | 2.5       | - | - |
|  | Encourage colleagues to provide constructive comments about the display.  | 2.5       | 2.5       | - | - |
|  | Promptly make any adjustments that he/she is authorised to make and that are needed to achieve the visual effect and to make the display safe and secure.       | 2.5       | 2.5       | - | - |
| Regularly check the display's visual effect.   | 2.5   | 2.5       | -         | - |   |
| Promptly report to the right person any problems and risks that he/she is not responsible for sorting out himself/herself. | 5   | 5         | -         | - |   |
| <b>Total Marks</b>   | <b>50</b>   | <b>50</b> | -         | - |   |
| <b>RAS/N0124:</b>  | Acknowledge promptly and politely customers' requests for information and advice.   | 5         | 5         | - | - |

|  |  |            |            |   |   |
|--|--|------------|------------|---|---|
| <b>Provide Information to Customers</b>    | Identify the customer's needs for information and advice.  | 5          | 5          | - | - |
|  | Communicate information and advice to customers in ways they can understand.   | 5          | 5          | - | - |
|  | Provide relevant, complete, accurate and up-to-date information and advice to customers.   | 5          | 5          | - | - |
|  | Check politely that the information and advice provided meets the customer's needs.  | 5          | 5          | - | - |
|  | Find other ways to help the customer when the information and advice given is not satisfactory.  | 5          | 5          | - | - |
|  | Refer requests for information or advice to the right person when he/she cannot help the customer.   | 2.5        | 2.5        | - | - |
|  | Identify the nature of the complaint from information obtained from customers.   | 5          | 5          | - | - |
|  | Acknowledge the complaint clearly and accurately and apologise to the customer.  | 2.5        | 2.5        | - | - |
|  | Follow legal requirements and company policies and procedures for dealing with complaints.   | 5          | 5          | - | - |
|  | Promptly refer complaints to the right person & explain the referral procedure clearly to the customer, when it is beyond his/her responsibility to sort them. | 5          | 5          | - | - |
|  | Discuss and agree the options for solving the problem with your customer.  | -          | -          | - | - |
|  | Take action to implement the option agreed with your customer.   | -          | -          | - | - |
|  | Work with others and your customer to make sure that any promises related to solving the problem are kept.   | -          | -          | - | - |
|  | Keep your customer fully informed about what is happening to resolve problem.  | -          | -          | - | - |
|  | Check with your customer to make sure the problem has been resolved to their satisfaction.   | -          | -          | - | - |
|  | Give clear reasons to your customer when the problem has not been resolved to their satisfaction.  |            |            | - | - |
| <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>420</b> | <b>430</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 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 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.
- 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.
- **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:** 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.<br><a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>                       |