

**Course Curricula
for
Short Term Courses based on
Modular Employable Skills (MES)
in
RETAIL SECTOR**



**DIRECTORATE GENERAL OF EMPLOYMENT AND TRAINING
MINISTRY OF LABOUR & EMPLOYMENT
GOVERNMENT OF INDIA**

**Course Curricula for Short Term Courses based on Modular
Employable Skills (MES) in Retail Sector**

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Skill Development based on Modular Employable Skills (MES)

Background

The need for giving emphasis on the Skill Development, especially for the less educated, poor and out of school youth has been highlighted in various forums. The skill level and educational attainment of the work force determines the productivity, income levels as well as the adaptability of the working class in changing environment. Large percentage of population in India is living below poverty line. One of the important causes is lower percentage of skilled persons in the workforce

The skill development at present is taking place mostly in the informal way, i.e. persons acquire skill at the work-place when they help their parents, relatives and employers etc. Such persons do not have a formal certificate and thus earn lower wages and are exploited by employers. They have come through informal system due to socio-economic circumstances of the family and the compulsions of earning a livelihood rather than attending a formal course. While their productivity is low, their contribution to the national GDP cannot be ignored. If the country can create a system of certification which not only recognizes their skills but also provides education and training in a mode that suits their economic compulsions, it will not only benefit the workforce to earn a decent living but also contribute to the national economy by better productivity of this workforce.

Another related problem to be tackled is large number of students drop outs (About 63% of the school students drop out at different stages before reaching Class-X).

Frame work for Skill Development based on 'Modular Employable Skills (MES)'

Very few opportunities for skill development are available for the above referred groups (out of school youth & existing workers especially in the informal sector). Most of the existing Skill Development programmes are long term in nature. Poor and less educated persons can not afford long term training programmes due to higher entry qualifications, opportunity cost etc. Therefore, a new frame work for Skill Development for the Informal Sector has been evolved by the DGET to address to the above mentioned problems. The **key features of the new frame work for skill development** are:

- ◆ Demand driven Short term training courses based on modular employable skills decided in consultation with Industry
- ◆ Flexible delivery mechanism (part time, weekends, full time)
- ◆ Different levels of programmes (Foundation level as well as skill upgradation) to meet demands of various target groups
- ◆ Central Government will facilitate and promote training while Vocational Training (VT) Providers under the Govt. and Private Sector will provide training
- ◆ Optimum utilisation of existing infrastructure to make training cost effective.
- ◆ Testing of skills of trainees by independent assessing bodies who would not be involved in conduct of the training programme, to ensure that it is done impartially.
- ◆ Testing & certification of prior learning (skills of persons acquired informally)

The Short Term courses would be based on 'Modular Employable Skills (MES)'.

The **concept for the MES** is :

- Identification of 'minimum skills set' which is sufficient to get an employment in the labour market.
- It allows skills upgradation, multiskilling, multi entry and exit, vertical mobility and life long learning opportunities in a flexible manner.
- It also allows recognition of prior learning (certification of skills acquired informally) effectively.
- The modules in a sector when grouped together could lead to a qualification equivalent to National Trade Certificate or higher.
- Courses could be available from level 1 to level 3 in different vocations depending upon the need of the employer organisations.
- MES would benefit different target groups like :
 - Workers seeking certification of their skills acquired informally
 - workers seeking skill upgradation
 - early school drop-outs and unemployed
 - previously child labour and their family

Age of participants

The minimum age limit for persons to take part in the scheme is 14 years but there is no upper age limit.

Curriculum Development Process

Following procedure is used for developing course curricula

- Identification of Employable Skills set in a sector based on division of work in the labour market.
- Development of training modules corresponding to skills set identified so as to provide training for specific & fit for purpose
- Organization of modules in to a Course Matrix indicating vertical and horizontal mobility. The course matrix depicts pictorially relation among various modules, pre requisites for higher level modules and how one can progress from one level to another.
- Development of detailed curriculum and vetting by a trade committee and by the NCVT

(Close involvement of Employers Organizations, State Governments, experts, vocational training providers and other stake holders is ensured at each stages).

Development of Core Competencies

Possession of proper attitudes is one of the most important attribute of a competent person. Without proper attitudes, the performance of a person gets adversely affected. Hence, systematic efforts will be made to develop attitudes during the training programme.

The trainees deal with men, materials and machines. They handle sophisticated tools and instruments. Positive attitudes have to be developed in the trainees by properly guiding them and setting up examples of good attitudes by demonstrated behaviors and by the environment provided during training.

Some important core competencies to be developed are:

1. Safety consciousness and safe working practices
2. Care of equipment and tools
3. Punctuality, discipline and honesty
4. Concern for quality
5. Respect for rules and regulations
6. Concern for health and hygiene
7. Cordial relationship and Cooperation with co-workers and team Work
8. Positive attitude and behavior
9. Responsibility and accountability
10. Learn continuously
11. Communication Skills
12. Concern for environment and waste disposal

Following competencies should also be developed during level-II and higher courses:

1. Ability for planning, organizing and coordinating
2. Creative thinking, problem solving and decision making
3. Leadership
4. Ability to bear stress
5. Negotiation

Duration of the Programmes

Time taken to gain the qualification will vary according to the pathway taken and will be kept very flexible for persons with different backgrounds and experience. Duration has been prescribed in hours in the curriculum of individual module, which are based on the content and requirements of a MES Module. However, some persons may take more time than the prescribed time. They should be provided reasonable time to complete the course.

Pathways to acquire Qualification:

Access to the qualification could be through:

- An approved training programme; **Or**
- A combination of an approved training programme plus recognition of prior learning including credit transfer; **Or**
- The recognition of prior learning that provides evidence of the achievement of the competencies for the qualification.

Methodology

The training methods to be used should be appropriate to the development of competencies. The focus of the programme is on “performing” and not on “Knowing”. Lecturing will be restricted to the minimum necessary and emphasis to be given for ‘hands on training’.

The training methods will be individual centered to make each person a competent one. Opportunities for individual work will be provided. The learning process will be continuously monitored and feedback will be provided on individual basis.

Demonstrations using different models, audio visual aids and equipment will be used intensively.

Instructional Media Packages

In order to maintain quality of training uniformly all over the country, instructional media packages (IMPs) will be developed by the National Instructional Media Institute (NIMI), Chennai.

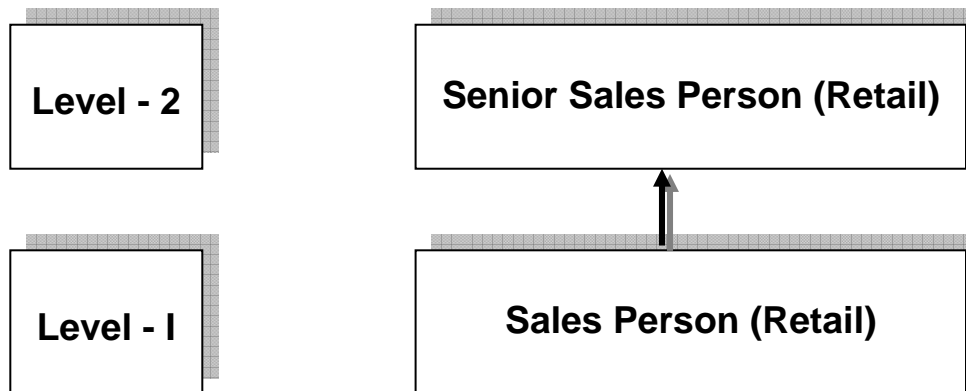
Assessment

DGE&T will appoint assessing bodies to assess the competencies of the trained persons. The assessing body will be an independent agency, which will not be involved in conducting the training programmes. This, in turn, will ensure quality of training and credibility of the scheme. Keeping in view the target of providing training/testing of one million persons through out the country and to avoid monopoly, more than one assessing bodies will be appointed for a sector or an area.

Certificate

Successful persons will be awarded certificates issued by National Council for Vocational Training (NCVT).

Course Matrix based on Modular Employable Skills (MES) for the Retail Sector



MODULE – Sales Person (Retail)

Name	:	Sales Person (Retail)
Sector	:	Retail
Code	:	RET101
NCO Code	:	
Entry Qualification	:	10 th Standard and 14 Years of Age
Terminal Competency	:	After completion of training the trainee will be able to work as a sales person and handle customers in large/small sales outlets.
Duration	:	180 hours

Practical Competencies	Underpinning Knowledge (Theory
<ul style="list-style-type: none"> • Identifying Categories & Products available in a Retail Store in a simulated environment • Identify Security Equipments • Practice on giving first aid. • Visit to nearby retail outlets/showrooms/malls • Demonstrate food safety practice in a simulated environment 	<p>Orientation to Retail</p> <ul style="list-style-type: none"> • Familiarization with the day to day activity of the store associate in the store • Importance of Customer orientation while interacting with customer at the store <p>Orientation to Products</p> <ul style="list-style-type: none"> • Familiarization with various Categories & Products available in a Retail Store <p>Safe Working Environment</p> <ul style="list-style-type: none"> • Importance of store safety and security <ul style="list-style-type: none"> ○ First Aid, Fire safety & Evacuation Procedures ○ Ambulance, Fire, Local Police Station contact numbers • Familiarization of Scanning and other security systems and procedures used in the store • Introduction to the retail food safety practices <ul style="list-style-type: none"> ○ Apply personal hygiene,

<ul style="list-style-type: none"> • Cleaning work area in a simulated work environment • Demonstrate Customer Interaction in a simulated environment • Individual practice on public speaking. 	<ul style="list-style-type: none"> sanitation & House keeping <ul style="list-style-type: none"> ○ Identify food safety plan/program ○ Handle product hygienically ○ Clean work area and equipment ○ Monitor food safety ○ Contribute to continuous improvement Speak Well <ul style="list-style-type: none"> • Importance of Personality Development in Career Growth • Introduction to Communication • English Speaking • Personality Development • Communicate with Customers
<ul style="list-style-type: none"> • Demonstrate Smile, Wish, Greeting & Appreciating customers in a simulated environment • Role play on types of customers • Role play on good customer relationship. • Identifying different types of Visual Merchandising (VM) • Demonstrate VM in a simulated environment • Produce retail visual illustrations • Manufacture visual merchandising support structures • Design, construct and maintain props • Create a display • Demonstrate merchandising and category presentation skills • Visit to nearby retail outlets/showrooms/malls to observe VM 	<ul style="list-style-type: none"> Customer Relations <ul style="list-style-type: none"> • Basics of Consumer Behaviour • The 5As* Concept • Profiling the Retail Market • Customer Relations • Dynamics of Customers • Build relationships with customers Merchandising & Visual Merchandising <ul style="list-style-type: none"> • Introduction to Merchandising • Introduction to Visual Merchandising • Retail visual illustrations • Visual merchandising support structures • Props • Display • Merchandising and category presentation
<ul style="list-style-type: none"> • Demonstrate selling skills in a simulated environment • Role play on qualifier of a good 	<ul style="list-style-type: none"> Selling Skills <ul style="list-style-type: none"> • Basics of Selling • Qualities of a good sales person • Basics of Sales Inventory

<p>sales person.</p> <ul style="list-style-type: none"> • Demonstrate High-end product selling skills in a simulated environment • Demonstrate skills in handling complex sale situations in a simulated environment <ul style="list-style-type: none"> • Identifying Computer hardware and peripherals used in a Retail outlet • Use of internet, e-mail, telephone, fax and photocopier. • Demonstrate keyboard skills in a simulated environment <ul style="list-style-type: none"> • Identifying the equipments • Identifying POS & Non-POS equipments • Visit to nearby retail outlets/showrooms/malls to observe retail equipment • Demonstrate Point of Sale Handling Procedures in a simulated environment • Operate Non-POS Retail Equipment • Operate POS Equipment 	<ul style="list-style-type: none"> • Suggestive Selling <ul style="list-style-type: none"> ○ Importance of Identifying customer needs ○ Probing to identify customer needs ○ Suggest product/service as per customer requirement • Selling high-end Products • Handling complex sale-situations • Dynamics of Sales and Service Delivery <p>Basics of Computer</p> <ul style="list-style-type: none"> • Understanding the Hardware • Introduction to computer peripherals • Computer peripherals used in a Retail outlet • Introduction to Internet explorer • Apply key board skills • Operating data entry equipment <p>Retail Equipment</p> <ul style="list-style-type: none"> • Basics of equipments used in store/department • Types (POS & Non-POS) <ul style="list-style-type: none"> ○ Labelling, Bar-code reader, Computer, Printers & Currency Counter equipments • Point of Sale Handling Procedures • Non-POS Retail Equipment • POS Equipment • Stacking Norms <p>Retail Sales 'Key Performance Indicators'</p> <ul style="list-style-type: none"> • Retail Sales 'Key Performance Indicators' • Retail Sales Financial Responsibilities • Elements of marketing concepts, marketing mix and strategies.
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MODULE – Senior Sales Person (Retail)

Name	:	Senior Sales Person (Retail)
Sector	:	Retail
Code	:	RET202
NCO Code	:	
Entry Qualification	:	10 th Standard/and 14 Years of Age +RET101
Terminal Competency	:	After completion of training the trainee will be able to work as a senior sales person, supervise and guide sales persons.
Duration	:	120 hours

Practical Competencies	Underpinning Knowledge (Theory
<p>Role play and demonstration on communication skills, customer handling, selling skills, visual merchandising, retail equipment in a simulated environment as per the curriculum of module titled 'Sales Person Retail'.</p> <ul style="list-style-type: none"> • Checking the lock or seal and tallying stock • Handling discrepancies found in the seals • Tallying Transfer Out 	<p>Brief overview of curriculum of module titled 'Sales Person Retail', especially Safe working environment, communication skills, customer relations, selling skills, visual merchandising, retail equipment.</p> <p>Inventory</p> <ul style="list-style-type: none"> • Stock control • Receiving & Processing incoming goods • Receiving and checking stock • Discrepancy in / tampering of seal • Transfer Out • Unloading stock • Handling discrepancy found in stock • Unloading stock • Handling the unloaded stocks • Documenting unloading • Documenting & Loading stock returns in the van • Dispatching empty tubs and cartons to the distribution center • Completing documentation • Stock rotation procedures for merchandise • Wrapping and packing materials

<ul style="list-style-type: none"> • Demonstrating safe lifting & carrying techniques • Handling goods dispatch in a simulated environment <ul style="list-style-type: none"> • Identifying & rectifying Hygiene and sanitation problems/situations, including potential sources of food contamination • Identifying , reporting & rectifying Conditions which promote microbial growth <ul style="list-style-type: none"> • Identifying different equipments used in store/department • Operating and maintaining retail equipment according to design specifications • Identifying & reporting Equipment faults <ul style="list-style-type: none"> • Managing a simulated till • Practice on billing, handling cash, other modes of payment, bagging, queue management <ul style="list-style-type: none"> • Conducting team reviews in a simulated environment 	<ul style="list-style-type: none"> • Handling Excess stock • Safe lifting and carrying techniques • Storing goods unfit for sale • Avoiding return of damaged stock onto the shelves • Ensuring returns are scheduled and categorized by Damaged, Excess and Expiry • Packing safely and securely to avoid damage in transit. • Ensuring food and non Food stocks are sent in separate crates • Loading goods in the van as per schedule along with the necessary documents. • Ensuring that the document is cleared by the security and signed by the supervisor • Reordering stock <p>Loss Prevention</p> <ul style="list-style-type: none"> • Personal hygiene and sanitation • Food safety plan/program • Monitoring food safety • Safe working practices • Food safety practices • Apply routine store security • Minimize theft <p>Operating & Maintaining Retail Equipment</p> <p>Managing Till</p> <ul style="list-style-type: none"> • Billing • Processing Modes of Payment • Handling Cash • Bagging • Queue Management <p>Managing Store Performance</p> <ul style="list-style-type: none"> • MIS System • Communication System • Contingency Planning
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<ul style="list-style-type: none"> • Role Plays in simulated environment • Handling Customer Call in a simulated environment • Preparing & Making business presentations • Coaching in a simulated environment • Visits to nearby showroom/malls/retail outlets. 	<ul style="list-style-type: none"> • Monthly Reviews • Store Audit Advanced Sales Process • Preventing Objection • Objection Handling <ul style="list-style-type: none"> ◦ Advanced Probing Skills • Handling Low Reactors • Managing Sales MIS Interpersonal Communication • Written Communication • Handling Telephone • Resume Writing • Handling Interviews • Presentation • Conflict Resolution • Impact of self image on performance • Handling Job pressure Coaching • Orientation to Coaching • Process of Habit formation • Climate setting • Objective observation • Feedback • Development Plan • Reviewing Coachee Service Recovery • Importance of Service Recovery • Different Service Recovery Situations • Taking Supervisors Help • Elements of Promotion Strategies, sales promotion, publicity, advertising and personal seller. • Supervisory skills.
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Tools and equipments

Equipments/Tools Required for Class Room

Computer	: 1
LCD Projector	: 1
Projection Screen	: 1 (minimum dimension 8/6) Ft
White/Black Boards	: 6/4 Ft
Flip Chart Holder	: 2 Nos

Equipments/Tools Required for Practical Room

Shelves for Stacking Products	: 4
Shopping Cart	: 2
Signage Board	: 6
Offer Signages	: 1
End Cap	: 1
Table (POS)	: 1
Chair (POS)	: 1
Poster (POS)	: 1
Card Swiping Machine	: 1
Computer (Till)	: 1
Mannequins	: 2
Gondolas	: 2
Display Photographs Of Different Types Of Products Categories	: 10 Each
10 different danglers	: 10 Each
Display Photographs Of Focal Points Photographs Of Different Financial Instruments	: 1 Each
Types Of Cards, Coupons And Vouchers	: 1 Each
Credit Notes	: 1 Each
Notes Of Different Denominations	: 1 Each (Color Photo Copies)
Carry bags	: 1 Each of different dimensions
Neck-Locks For Carry Bags	: 1
Physical Bill Copy	: 1
Photographs Of Stacked Notes	: 1

List of Members of the trade committee :

1. Mega Mart	Member
2. Apollo Hospitals (Drug Outlets)	Member
3. Big Bazaar	Member
4. Reliance (Retail)	Member
5. Ashwani Aggarwal Deputy Director of Training, DGET	Member