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RASCI
Retailers Association's
Skill Council of India

Facilitator Guide

Sector
Retail

Sub-Sector
Retail Operations

Occupation
Store Operations

Retail Cashier

Reference ID: RAS/Q0102, Version 4.0
NSQF level: 3

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> **"** Skilling is building a better India.
> If we have to move India towards
> development then Skill Development
> should be our mission. **"**

Shri Narendra Modi
Prime Minister of India

Acknowledgements

About this Guide

The facilitator guide (FG) for Retail Cashier is primarily designed to facilitate skill development and training of people, who want to become a professional Retail Cashier in various retail stores. The facilitator guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Retailers Association's Skill Council of India (RASCI) and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

• To service cash point / POS : RAS/N0110

• To follow point-of-sale procedures for age-restricted products : RAS/N0111

• To process customer orders for goods : RAS/N0112

• To process part exchange sale transactions : RAS/N0113

• To process payments : RAS/N0115

• To process cash and credit transactions : RAS/N0116

• To process returned goods : RAS/N0117

• DGT/VSQ/N0102: Employability Skills (60 Hours)

Post this training, the participants will be able to perform tasks as a professional Retail Cashier. We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the Retail Skill Sector of our country.

Symbols Used

Ask	Explain	Elaborate	Notes	Objectives	Do
Demonstrate	Activity	Team Activity	Facilitation Notes	Practical	Say
Resources	Example	Summary	Role Play	Learning Outcomes	Exercise

Table of Contents

Employability Skills is available at the following location :

https://www.skillindiadigital.gov.in/content/list

Scan the QR code below to access the ebook

1. Introduction to Retail

Bridge Module

Key Learning Outcomes ♀

At the end of this module, the students will be able to:

1. State the meaning of retail
2. Identify the difference between the traditional and modern retail sectors
3. Identify the traditional forms of retailing in India
4. Identify the features of retail formats
5. Identify the departments and functions in a modern retailing operation
6. Identify the components involved in the retail supply chain

Unit 1.1: Introduction to Retail

Unit Objectives

At the end of this unit, students will be able to:

1. State the meaning of retail.
2. List the features and components of retail.
3. Identify the stages in the growth of the retail sector.
4. Discuss the reasons for the growth of retail in India.
5. Differentiate between the traditional and modern retail sectors.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

This is the first session of the program. Introduce yourself, the program and its purpose in detail. Welcome the participants cordially to the session. Explain that you will put them at ease by playing a game. This game is meant to break the ice between everyone and get the participants interested in the class.

Say

Good morning, participants and a very warm welcome to this training program, called 'Retail Cashier'.

Do

- Start by welcoming all the participants to the training program and conveying a message of encouragement.
- Thank all the participants for joining and being a part of this training program
- Introduce yourself briefly to participants, your name and background, and your role in the training program,
- Explain the rules of the game they will play as an "Ice Breaker".

Note 📋

- Please ensure that while introducing yourself, you share at least one piece of personal information, such as your hobbies, likes, dislikes etc., with the participants. This will facilitate participation and exchange in many ways.
- Take a keen interest in understanding the needs and aspirations of the participants before actually conducting the training

Say 💬

Before starting the training, let us introduce ourselves and get to know each other. We shall play a game.

Each of us will tell the class their name, hometown, hobbies and special quality about themself, starting with the 1st letter of their name. I will start with mine.

Activity ⚙️

- Arrange the class in a semi-circle/circle.
- Say your name aloud and start playing the game with your name.
- Say, "Now, each one of, you shall continue with the game with your names, till the last person in the circle/ semi-circle participates".
- Listen to and watch the participants while they play the game.
- Ask questions and clarify if you cannot understand or hear a trainee.

Remember to:

- Discourage any queries related to one's financial status, gender orientation or religious bias during the game
- Try recognizing each trainee by their name because it is not recommended for a trainer to ask the name of a trainee during every interaction

Activity	Duration	Resources used
Ice Breaker	60 minutes	NA

Say 💬

Did you all enjoy this activity? I hope you all had a good time during this icebreaker session. Now we are all well acquainted with each other. This will help us go ahead with our training session.

Note

Discuss about the duties of a Retail Cashier , their scope of work and their required qualities.

Say

Good morning and welcome back to this training program, "Retail Cashier". Today we shall learn about the need and importance of retail in India.

Ask

Ask the participants the following questions:

• Does anybody know what the meaning of retail is?

• Have you heard about the barter system?

Write down the participants' answers on a whiteboard/flipchart. Take appropriate cues from the solutions and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

• Meanings of retail, retailing and retailer

• Features of retailing

• Key components of a retail store

• Growth of Retail Sector

• Barter system

• Retail store- organized v/s unorganized

• Traditional and modern retail sector

Say

Let us participate in an activity to explore the unit a little more. We are now going to be part of an interesting session.

Activity

- This session will have a video activity.
- You will play a video.
- The video will give a brief idea about India's Retail Sector.
- The YouTube link for the video is: https://youtu.be/que0S6L6plc
- The participants will watch the video.
- They can note down pointers from the video that they may find relevant.
- In case of any queries or confusion, participants will write those down in their notebooks.
- After the end of the video, the participants can ask you questions.
- The participants will raise their hands, and you will pick up the participants who will place their questions.
- The answering session will be in the form of a discussion where either you or any of the participants knowing the answer, can give the answers.

Activity	Duration	Resources used
Video Activity	20 minutes	Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer

Say

I hope you all enjoyed this session today. Now we are going to take part in another activity. Did you find this activity interesting?

Activity

- Divide the class into 2 groups.
- Provide a broad explanation on the following topics.
  - Growth of Retail Sector
  - The traditional and modern retail sector
- The participants must present their answers rich in information.
- You will take 30 minutes to evaluate the answers of the participants.
- The group which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Writing Activity	40 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Whiteboard, Marker, etc.

Say

Did you find the activity interesting? I hope you all enjoyed the session thoroughly.

Do

- Conduct a doubt clarification session, if needed.
- Note down the crucial points on the whiteboard as the participants speak.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer.

Unit 1.2: Traditional and Modern Retail in India

Unit Objectives

At the end of this unit, students will be able to:

1. Describe the traditional retail scene in India.
2. Describe the emerging modern forms of retailing in India.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss the traditional retail scene in India and the emerging modern forms of retailing in India.

Say

Good morning and welcome back to this training program, "Retail Cashier". Today we shall learn about the traditional retail scene in India emerging modern forms of retailing in India.

Ask

Ask the participants the following questions:

- What are the different traditional forms of retailing in India?
- What are the types of markets in the emerging retail trends in India?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Traditional forms of retailing in India
  - Kirana/mom and pop stores
  - Weekly bazaars/markets
  - Whole sale markets/mandis
  - Hawkers

- The emerging retail scene in India
  - Malls
  - Non-store retailing
  - Direct selling

Say

Let us participate in a group activity to explore the unit more.

Activity

- Divide the participants into 2 groups
- The first group will make a list and elaborate on the traditional forms of retailing in India
- The other group will make a list of the markets elaborating the emerging retail scene in India
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart Paper Activity	40 minutes	Paper, Pen, Notebook, Chart paper, Sketch pens. Participant Handbook, etc.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the participants in the class
- Encourage other participants to answer problems and boost peer learning in the class

Unit 1.3: Retail Formats

Unit Objectives

At the end of this unit, students will be able to:

1. List the different retail formats.
2. Summaries the key features of retail formats

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will identify the different retail formats and the key features.

Say

Good morning and welcome back to this training program, "Retail Cashier". Today we shall learn about the different retail formats and the key features.

Ask

Ask the participants the following questions:

• What are the different types of retail formats?
• What are the features of the different types of retail formats?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

• Retail format
• Types of retail formats
  o Standalone stores
  o Department stores
  o Discount stores
  o Convenience stores

- o Supermarkets
- o Premium store/Lifestyle stores
- o Hypermarkets
- o Malls

Say

Let us participate in a group discussion to explore the unit more.

Activity

- Divide the participants into 3 to 5 groups
- Organize a group discussion in the class on the types of retail formats
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarizing the importance of proper training for a Retail Cashier to comply with the organizational guidelines.

Activity	Duration	Resources used
Group Discussion	50 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Ask the students to write the answer attentively
- Ensure that all the participants participate in the activity

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the participants in the class
- Ensure that all the participants answer every question listed in the Participant Handbook

Unit 1.4: Modern Retailing, and You

Unit Objectives

At the end of this unit, students will be able to:

1. List the departments and functions in a modern retailing operation.
2. Outline the structure of and roles in a front end store operation.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss the processes of identifying departments and functions in a modern retailing operation,also structure and roles of front end store operation,.

Say

Good morning and welcome back to this training program, "Retail Cashier". Today we shall learn about the Various departments & their functions in a modern retailing operation , also the organizational structure and role in a front end store operation.

Ask

Ask the participants the following questions:

• What are the different departments in modern retailing?
• What is the structure and role of Retail Cashier in front end store operations?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

• Departments in modern retailing
  o Merchandising
  o WarehousingFinance
  o Projects
  o Marketing

o   Human resources
- Structure and roles in a store

Say 💬

Let us participate in a group activity to explore the unit in detail.

Activity ⚙️

- Divide the participants into 2 groups
- The first group will make a list of departments in modern retailing
- The second group will make a list of the roles in a store
- Each group will get a chart paper where they will write their answers.
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart Paper Activity	40 minutes	Paper, Pen, Notebook, Chart paper, Sketch pens. Participant Handbook, etc.

Do ✓

- Ensure that every trainee participates in the activity session
- Show the students the organizational structure of the organization you are currently working with

Notes for Facilitation 📝

- Ask the participants if they have any questions
- Encourage peer learning in the class

Unit 1.5: Retail Supply Chain

Unit Objectives

At the end of this unit, students will be able to:

1. State the meaning of supply and retail supply chain.
2. Identify the elements of a typical supply chain.
3. List the features of a supply chain.
4. Identify the factors that influence supply chain management

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss the state of the meaning of supply and retail supply chain, identify the elements of a typical supply chain, list the features of a supply chain, identify the factors that influence supply chain management.

Say

Good morning and welcome back to this training program, "Retail Cashier". Today we shall learn about the retail supply chain

Ask

Ask the participants the following questions:

• What are the Features of the supply chain?

• What are the factors that influence the retail supply chain?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

• A typical retail supply chain

• Features of a supply chain

• Supply chain management

- Factors that influence retail supply chain
  - Technology-based systems have raised the level of effectiveness
  - The last vital link—you
  - The store staff is the last vital link in the retail supply chain

Say

Let us participate in a group discussion to explore the unit more.

Activity

- Conduct a group discussion in the class on the features of a supply chain management
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarizing the importance of proper training for a Retail Cashier to comply with the organizational guidelines.

Activity	Duration	Resources used
Group Discussion	50 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Ask the students to raise questions regarding any confusion
- Ensure active participation of each student

Notes for Facilitation

- Ask the participants if they have any questions
- Answer all the questions/doubts raised by the participants in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. a) cut
2. d) All of the above
3. d) All of the above
4. a) Store Manager
5. d) All of the above

Answer the following:

1. Refer - UNIT 1.1 Introduction to Retail
   Topic – Retail

2. Refer - UNIT 1.5 Retail Supply Chain
   Topic – Factors that Influence Retail Supply Chain

3. Refer - UNIT 1.1 Introduction to Retail
   Topic – Growth of Retail Sector

4. Refer - UNIT 1.2 Traditional and Modern Retail in India
   Topic – Traditional Forms of Retailing in India

5. Refer - UNIT 1.4 Modern Retailing and You
   Topic – Departments in Modern Retailing

Scan the QR codes or click on the link to watch the related videos

www.youtube.com/watch?v=Gm-agMsfu0s&t=40s

English phrases for salesperson

2. Providing Service at Point of Sale

Unit 2.1 - Service Cash Point/POS

Unit 2.2 - Service cash point/POS (contd.)

Unit 2.3 - POS Procedures for Age Restricted Products

RAS/N0110 &
RAS/N0111

Key Learning Outcomes

By the end of this module, the trainees will be able to:

1. Provide Service at Cash Point / Point of Sale
2. Demonstrate the methods of processing different modes of payments at Cash points/ Point of Sale
3. Identify and resolve problems that may occur at Cash Point/ Point of Sale
4. Identify and follow the process for dealing with counterfeit currencies
5. Follow security procedures at the cash point/ Point of Sale
6. Follow the procedures for selling age restricted product

Unit 2.1: Service Cash Point/POS

Unit Objectives ⊚

By the end of this unit, the trainees will be able to:

1. State the need for Point of Sale (POS) at the retail store
2. Demonstrate the process to ensure that the cash points are correctly set up and operated
3. List the modes of payment that are accepted in the store
4. List the cash equivalents that are handled by the cashier in the store
5. Explain the process and procedures for handling cash
6. Demonstrate the process of detecting fake notes and counterfeit payments
7. List the impact of accepting counterfeit currency

Resources to be Used ⚙

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note 📋

In this unit we will discuss the purpose of point of sale (POS) and related processes.

Say 💬

Good morning and welcome back to this training program, "Retail Cashier". Today we shall learn about Service cash point/POS.

Ask (ask)

Ask the trainees the following questions:

• What is the purpose of POS?
• What are the key cash handling procedures?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Cash points/POS
- Purpose of POS
- Cash points POS set up
- Setting up the POS machine
- Opening the POS
- Modes of payment
- Cash equivalents
- Handling cash
- Key cash handling procedures
- Fake note detection
- Counterfeit payments
- Post identifying a counterfeit payment
- Impact of counterfeit currency

Say

Let us participate in a group activity to explore the unit a little more.

Activity

- Divide the trainees into 3 groups
- The first group will make a list of the purpose of POS
- The second group will make a list of the Key cash handling procedures
- The third group will make a list of the Impact of counterfeit currency
- Each group will get a chart paper where they will write their answers
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart paper activity	60 minutes	paper, pen, notebook, chart paper, sketc.h pens. participant handbook, etc.

Do ☑

- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity

Notes for Facilitation 📝

- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class

Unit 2.2: Service cash point/POS (contd.)

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Identify the different types of credit and debit cards that are accepted in the stores
2. Demonstrate the process of handling credit and debit card transactions
3. Demonstrate the process of handling other cash equivalents, discounts, refunds, fractions and currency conversions
4. Explain the procedure of authorising payments
5. List the cash point security procedures
6. Demonstrate the process of resolving the problems that can occur in routine cash point operations and transactions
7. Describe the procedures of handling customers and complaints at the POS

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit we will discuss about types of credit/debit cards and related procedures.

Say

Good morning and welcome back to this training program, "Retail Cashier". Today we shall learn about the types of credit/debit cards and related procedures.

Ask

Ask the trainees the following questions:

• What are the types of credit/debit cards?
• Elaborate the steps involved in the process of handling credit/debit cards

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Types of credit/debit cards
- Handling credit/debit cards
- Handling other cash equivalents and calculating discounts, refunds and fractions
- Authorising payments
- Cash point security procedures
- Physical security of cash collections
- Routine transaction errors and unexpected problems
- Treating the customers politely
- Handling complaints at the POS

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion in the class on the types of credit/debit cards and ways to handle these
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of proper training for a Retail Cashier to comply with the organisational guidelines

Activity	Duration	Resources used
Group discussion	60 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper commination technique in group discussion

Unit 2.3: POS Procedures for Age Restricted Products

Unit Objectives

By the end of this unit, the trainees will be able to:

1. State the meaning of age restricted products
2. Identify the policies and procedures to be followed while selling age restricted products
3. Follow the policies and procedures for refusing sale of age-restricted products
4. Identify the documents that can be accepted as proof of age
5. State the impact of not collecting prescribed proof of age
6. State the impact of selling age restricted products to under-aged customers

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools., various communication equipment.

Note

In this unit we will discuss age restricted products and and related policies and procedures.

Say

Good morning and welcome back to this training program Retail cashier. Today we shall learn about the policies and procedures to be followed for age restricted products.

Ask

Ask the trainees the following questions:

- What is the meaning of age restricted products?
- What are the policies and procedures to be followed while selling age restricted products?
- What are the documents that can be accepted as proof of age?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Age restricted products
- Procedures to be followed while selling age restricted products
- Identify and prevent proxy sales
- Proof of age
- Documents for proof of age
- Impact of not collecting prescribed proof of age and selling age restricted products to under aged

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion in the class on the policies and procedures to be followed while selling age restricted products
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of proper training for a Retail Cashier to comply with the organisational guidelines

Activity	Duration	Resources used
Group discussion	30 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do

- Answer all the doubts raised by the trainees in the class
- Guide the students in identifying the pictures

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. a) Point of Sale
2. d) All of the above
3. d) All of the above
4. d) All of the above
5. d) All of the above

Answer the following:

1. Refer - UNIT 2.1 Service Cash Point/POS

   Topic – Cash Points/POS

2. Refer - UNIT 2.2 Service Cash Point/POS (contd.)

   Topic – Types of Credit/Debit Cards

3. Refer - UNIT 2.2 Service Cash Point/POS (contd.)

   Topic – Types of Credit/Debit Cards

4. Refer - UNIT 2.3 POS Procedures for Age Restricted Products

   Topic – Age Restricted Products

5. Refer - UNIT 2.3 POS Procedures for Age Restricted Products

   Topic - Age Restricted Products

Scan the QR codes or click on the link to watch the related videos

www.youtube.com/watch?v=Wivi_JZYKKg

Job profile of retail cashier

www.youtube.com/watch?v=ehcjne9-Lto

POS machine use

https://www.youtube.com/watch?v=2KTk8WMRFpE

what is POS system

https://www.youtube.com/watch?v=pW9W2b2Z95o

POS procedure for Age restricted products

3. Processing Customer Orders and Exchanges

Unit 3.1 - Processing Customer Orders for Goods

Unit 3.2 - Processing Part Exchange Sale Transactions

Key Learning Outcomes 💡

By the end of this module, the trainees will be able to:

1. Follow procedures of processing customer orders
2. Identify and resolve problems while processing customer orders
3. Explain the importance of protecting confidentiality of the customer information
4. Follow procedures for validating customer credit limits
5. Process part exchange of goods/ products for the customer

Unit 3.1: Processing Customer Orders for Goods

Unit Objectives 🎯

By the end of this unit, the trainees will be able to:

1. Identify the process to check the availibility of goods ordered by the customer
2. Demonstrate the steps to process customer orders

Resources to be Used ⚙️

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note 📝

In this unit we will discuss customer orders and related processes.

Ask 💬

Ask the trainees the following questions:

• What do you understand by customer orders?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate ☸️

In this session, discuss the following points:

• Types of customer orders
• Need to process customer orders
• Probing to identify the precise needs of the customer
• Checking the stock of goods
• Progress of customer orders
• Impact of delay in delivery
• Invoicing the customer orders
• Escalation matrix
• Confidentiality of customer information

Say

Let us participate in a group activity to explore the unit a little more.

Activity

- Divide the trainees into 2 groups
- The first group will make a list of the different types of customer orders
- The other group will make a list of pointers probing to identify the precise needs of the customer
- Each group will get a chart paper where they will write their answers
- The students can use both texts as well as hand-drawn diagrams to represent their answers
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart paper activity	30 minutes	Paper, pen, notebook, chart paper, sketc.h pens. participant handbook, etc.

Do

- Ensure that all the trainees participate in the activity
- Help the students to understand the need of the activity

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 3.2: Processing Part Exchange Sale Transactions

Unit Objectives 🎯

By the end of this unit, the trainees will be able to:

1. Identify the need for a customer to part exchange the products
2. Identify the terms and conditions of sale for items that the store exchanges
3. Follow the process of checking ownership of the items produced for part exchange
4. List the consequences of not checking the ownership of the items
5. Assess/Examine the paper work involved while buying part exchange items
6. Describe the process of determining value of items offered in part exchange by customers
7. Follow the process of negotiating part exchange sales transactions with customers
8. State the impact of erroneous valuation
9. Describe the method of dealing with suspected payment
10. Describe the method of dealing with suspected fraud
11. Describe the steps that aid in providing customer service at the POS

Resources to be Used ⚙️

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note 📋

In this unit we will discuss the need for a customer to part exchange the products and related processes.

Say 💬

Good morning and welcome back to this training program, "Retail Cashier". Today we will discuss the need for a customer to part exchange the products and related processes.

Ask 💬

Ask the trainees the following questions:

• What are some of the broad classifications of the terms of conditions in retail sales and service?

• What are the consequences of not checking the ownership?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Need for a customer to part exchange the products
- Checking ownership of the items
- Consequences of not checking the ownership
- Paper work—buying part exchange items
- Impact of erroneous evaluation
- Dealing with suspected payment
- Dealing with suspected fraud

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion in the class on the impact of erroneous evaluation
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of proper training for a Retail Cashier to comply with the organisational guidelines

Activity	Duration	Resources used
Group discussion	20 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do

- Conduct a doubt clarification session, if needed
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Ensure that all the trainees answer every question listed in the participant handbook
- Encourage peer learning in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. d) All of the above
2. d) All of the above
3. d) All of the above
4. a) understand
5. d) All of the above

Answer the following:

1. Refer - UNIT 3.1 Processing Customer Orders for Goods
   Topic – Customer Orders

2. Refer - UNIT 3.1 Processing Customer Orders for Goods
   Topic – Customer Orders

3. Refer - UNIT 3.1 Processing Customer Orders for Goods
   Topic – Customer Orders

4. Refer - UNIT 3.2 Processing Part Exchange Sale Transactions
   Topic – Need for a Customer to Part Exchange the Products

5. Refer - UNIT 3.2 Processing Part Exchange Sale Transactions
   Topic – Need for a Customer to Part Exchange the Products

Scan the QR codes or click on the link to watch the related videos

www.youtube.com/watch?v=sRbEBkHPIAI

Price look up store

https://www.youtube.com/watch?v=6jnNqC7CLsA

Buying process

4. Processing Customer Payments and Goods Return

Unit 4.1 - Processing Payments

Unit 4.2 - Processing Cash and Credit Transactions

Unit 4.3 - Processing Returned Goods

Key Learning Outcomes 🔅

By the end of this module, the trainees will be able to:

1. Follow procedures for processing cash and credit transactions
2. Outline the impact of statutory guidelines and obligations of a retailer in relation to credits
3. Resolve customer concerns related to pricing of products
4. Follow the procedures to accept and record the product/ goods returned by the customers

Unit 4.1: Processing Payments

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain the process of identifying and checking the price of products in the store
2. Describe the process of identifying discounts and special offers
3. Outline the nature of pricing problems that arise in the store
4. Outline the escalation matrix for resolution of pricing problems
5. State the process of sorting the pricing problems
6. Demonstrate the procedures for working out payments
7. List the methods and tools used to work out payments
8. State the cashier's rights, duties and responsibilities relating to the goods sold

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit we will discuss the deal of processing payments.

Say

Good morning and welcome back to this training program, "Retail Cashier". Today we shall learn an important unit processing payments

Ask

Ask the trainees the following questions:

• What are the methods and tools used to work out payments?

• What are the cashier's rights, duties and responsibilities relating to the goods sold

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Identifying and checking the price of products
- Ways to identify and check prices in the store
- Discounts and offers
- Pricing problems
- Working out payments
- Duties and responsibilities of a cashier

Say

Let us participate in a role-play to understand the grievance handling

Activity

- This session will be a role-play activity
- Take the trainees to a spacious room/ open space
- Divide the class into groups where the trainees make demonstrations of a store
- The trainee will demonstrate the correct process of handling proper store
- Assign a hypothetical situation of identifying and checking the price of products with respect to discounts and offers on each product
- Allot them 10-15 minutes for each team to complete the task
- You will inspect the work of each group
- The group showcasing the best work will be appreciated

Activity	Duration	Resources used
Role Play	60 minutes	Cordless microphones (if required), pen, notebook, participant handbook, whiteboard, markers (red, blue, and black), tools and products as per industry standards, etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Unit 4.2: Processing Cash and Credit Transactions

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Describe the need to process cash and credit transactions
2. Outline the risks to the company of offering credit to customers
3. State company guidelines for setting customer credit limits
4. Demonstrate the process of checking customer accounts effectively
5. Follow the process to identify overdue payments and customers who have gone over their credit limits
6. Describe the procedure to be adapted with customers who have exceeded their credit limits
7. List the legal rights and obligations of customers and retailers in relation to credit
8. Outline the policies for crediting the cost of returned goods to customer accounts
9. Identify the escalation matrix for problems that you cannot sort

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit we will discuss need to process cash and credit transactions.

Ask

Ask the trainees the following questions:

• What are the legal rights and obligations of customers and retailers in relation to credit?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

• Need to process cash or credit transactions
• Risks of offering credit
• Guidelines for setting customer credit limits
• Checking customer accounts effectively

- Identify overdue payments and credit limits
- Legal rights and obligations of customers and retailers
- Policies for crediting the cost of returned goods to customer accounts
- Escalation matrix

Say

Let us participate in a role-play to understand the lesson better.

Activity

- This session will be a role-play activity
- Take the trainees to a spacious room/ open space
- Divide the class into groups where the trainees will be even in number
- Ask the trainees to demonstrate a cash or credit transaction identifying overdue payments and credit limits in a hypothetical scenario
- Allot them 10-15 minutes for each team to complete the task
- You will inspect the work of each group
- The group showcasing the best work will be appreciated

Activity	Duration	Resources used
Role Play	60 minutes	Pen, notebook, participant handbook, whiteboard, markers (red, blue, and black),

Do

- Provide each trainee with constructive feedback
- Ensure that each role play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Unit 4.3: Processing Returned Goods

Unit Objectives

By the end of this unit, the trainees will be able to:

1. List the reasons customers might have for returning goods
2. Identify the need to process returned goods
3. State the the policies and procedures for replacements and refunds, including proof of purchase
4. Describe the authority of the cashier to agree to replacements and refunds
5. Discuss the charges that apply to the customers if company is not at fault
6. Follow the steps involved in processing returns of goods
7. Determine the process to find the replacement goods
8. State the impact of not following returns process by:
    a. Accepting all returned goods without correct reasons
    b. Not updating stock control system with returned goods
    c. Mixing returned goods that are saleable with those to be returned to the manufacturer

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit we will discuss how processing of returned goods is done.

Ask

Ask the trainees the following questions:

•   What are the reasons customers might have for returning goods?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

•   Reasons for customers returning goods
•   Need to process returned goods
•   Policies and procedures for replacements and refunds, including proof of purchase

- Returns policies
- Sample replacements and refunds policy
- Cashier authority on replacements and refunds
- Charges that apply to the customers if company is not at fault
- Processing returns of goods
- Process to find the replacement goods
- Impact of return policy deviation

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion in the class on the policies and procedures for replacements and refunds, including proof of purchase
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of proper training Retail Cashier to comply with the organisational guidelines

Activity	Duration	Resources used
Group discussion	30 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do

- Ensure that all the trainees participate in the activity
- Help the students to understand the need of the activity

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. d) All of the above
2. d) All of the above
3. d) All of the above
4. d) All of the above
5. d) All of the above

Answer the following:

1. Refer - UNIT 4.1 Processing Payments

   Topic – Identifying and Checking the Price of Products

2. Refer - UNIT 4.1 Processing Payments

   Topic – Identifying and Checking the Price of Products

3. Refer - UNIT 4.1 Processing Payments

   Topic – Identifying and Checking the Price of Products

4. Refer - UNIT 4.2 Processing Cash and Credit Transactions

   Topic – Need to Process Cash and Credit Transactions

5. Refer - UNIT 4.3 Processing Returned Goods

   Topic – Reasons for Customers Returning Goods

Scan the QR codes or click on the link to watch the related videos

www.youtube.com/
watch?v=ydoKsUU3j9s

Retail price overide

https://www.youtube.com/
watch?v=LD7yMqcbEOs

Payment Processing:
Industry Overview

https://www.youtube.com/watch?v=mZziCuQxakE

Handling objection

5. Employability Skills

Retailers Association's Skill Council of India

Scan the QR codes or click on the link for the e-books

https://www.skillindiadigital.gov.in/content/list
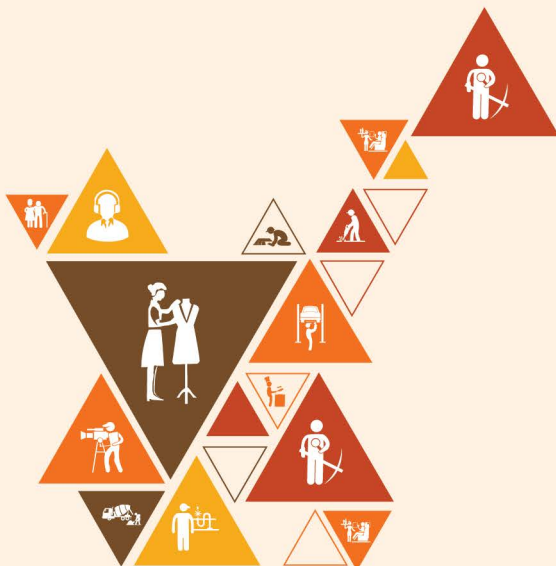
Employability Skills

6. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB

Annexure I

Training Delivery Plan

Training Delivery Plan				
Program Name:	Retail Cashier			
Qualification Pack Name & Ref. ID	Retail Cashier RAS/Q0102,			
Version No.	4.0		**Version Update Date**	22/10/2024
Pre-requisites to Training (if any)	Not Applicable			
Training Outcomes	1. **Perform service at the cash point / POS** 2. **Perform point-of-sale procedures for age-restricted products** 3. **Demonstrate the steps to process customer orders for goods** 4. **Process part exchange sale transactions** 5. **Demonstrate the steps to process payments** 6. **Perform cash and credit transactions** 7. **Illustrate the steps to process returned goods** 8. **Employability Skills**			

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction to Retail	Introduction to the role of Retail Cashier	• Outline the current scenario of the retailing sector in India. • List the factors that lead to growth of retailing sector in India. • Compare traditional and modern retail sector in India. • Discuss the roles and responsibilities of Retail Cashier • Illustrate different retail formats. • Describe the role of various departments and functions in a modern retailing operation. • Discuss about supply chain management	Bridge Module	Additional Learning	Additional Learning	0 Theory 00 : 00 Practical 00 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
2	Providing Service at Point of Sale	Effective Cash Point Management and Trouble shooting	• Identify the importance of regularly checking that staff are correctly setting up and operating cash points at appropriate times. • Demonstrate the ability to promptly investigate and resolve any issues related to routine cash point operations and transactions.	RAS/ N0110 PC1, PC2, KU2	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad -on accessories such as mobile handsets with ear phones etc.) with barcode, specifications,	7 Theory 03 : 00 Practical 04 : 00
		Effective Cash Point Management and Trouble-shooting (Contd..)					7 Theory 03 : 00 Practical 04 : 00
		Cash Handling and Authorization Procedures	• Monitor and evaluate staff's efficiency in handling cash and cash equivalents, ensuring compliance with approved procedures. • Timely and accurately authorize refunds, cheques, and credit card payments that require your authorization.	RAS/ N0110 PC3, PC4, KU3			7 Theory 03 : 00 Practical 04 : 00
		Cash Handling and Authorization Procedures (Contd..)					7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Cash Point Security and Problem Solving Strategies	• Demonstrate the ability to accurately follow cash point security procedures. • Formulate effective plans to address unexpected problems that may arise at the cash point.	RAS/ N0110 PC5, PC6, KU5		price tags, VM elements (Mannequins - Full/ Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as PayTM,PayPal etc), Sample of Gift Cards/ Coupons/ Vouchers ,	7 Theory 03 : 00 Practical 04 : 00
		Cash Point Security and Problem Solving Strategies (Contd…)					7 Theory 03 : 00 Practical 04 : 00
		Legal Compliance and Customer Service	• Demonstrate compliance with legal requirements and company policies and procedures for asking for proof of age. • Apply knowledge and skills to verify valid age proof provided by customers that meet legal and company conditions before making sales of age-restricted products.	RAS/ N0111 PC1, PC2, PC3, PC4, KU6			7 Theory 03 : 00 Practical 04 : 00
		Legal Compliance and Customer Service (Contd..)	• Adhere to legal requirements and company policies and procedures for refusing sales when necessary. • Effectively and professionally refuse sales that are against the law or violate established procedures and policies while maintaining a polite and firm approach.				7 Theory 03 : 00 Practical 04: 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Payment Processing and Security	• Verify the correct amount to be paid and inform customers accurately. • Accurately assess and handle the amount and means of payment provided by the customer. • Execute payment processing in compliance with company procedures, ensuring proper handling of acceptable payments.	RAS/ N0111 PC7, PC8, PC9, PC10, PC11, PC12, KU7, KU8		Credit Notes to demon-strate sales return, Sample forms showing Loyalty scheme/ EMI Offers	7 Theory 03 : 00 Practical 04 : 00
		Payment Processing and Security (Contd..)	• Diplomatically communicate to customers when payment cannot be approved. • Record payments with precision and accuracy. • Safeguard and secure payments to prevent theft or unauthorized access.				7 Theory 03 : 00 Practical 04 : 00
		Customer Service and Communication	• Explain acceptable proof of age to customers accurately and clearly. • Demonstrate adherence to company procedures when informing customers about obtaining proof of age.	RAS/ N0111 PC5, PC6, PC13, PC14, KU1, KU2, KU3,			7 Theory 03 : 00 Practical 04 : 00
		Customer Service and Communi- cation (Contd..)	• Provide additional services to customers, where applicable and available.				7 Theory 03 : 00 Practical 04 :00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			• Interact with customers respectfully and maintain politeness throughout the payment process.				
		Customer Attention and Efficiency	• Describe the importance of balancing the needs to provide individual attention to customers with acknowledging and helping customers who are waiting for assistance.	RAS/ N0111 PC15,			7 Theory 03 : 00 Practical 04 : 00
		Customer Attention and Efficiency (Contd..)					5 Theory 01 : 00 Practical 04 : 00
3	**Processing Customer Orders and Exchanges**	**Effective Customer Needs Analysis and Product Information**	• Identify customers' needs accurately by asking suitable questions. • Identify the goods that will meet customers' needs and check with customers that these are satisfactory. • Describe the importance of finding out who can supply the goods needed and on what terms.	RAS/ N0112 PC1, PC2, PC3, PC4, PC5, KU4, KU6	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards, Display Racks - Gondola / Shelves, Display/ Boards/ Standees for product categories and offers (Different Types), Calculator, Stock Almirah, Point of Sale (POS) Terminal (Computer,	8 Theory 03 : 00 Practical 05 : 00
			• Discuss the needs of keeping customers informed of progress in finding the goods they need. • Illustrate the importance of giving customers clear, accurate and complete information about the availability of goods and the terms of supply.				8 Theory 03 : 00 Practical 05 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Efficient Order Processing and Customer Service	• Verify customers' identity and credit status by following legal and company procedures. • Adhere to company policy by offering to order goods for customers if they are not in stock.	RAS/ N0112 PC6, PC7, PC8, KU 8, KU13		Cash drawer, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad – on accessories such as mobile handsets with ear phones etc.) with barcode, specifications, price tags, VM elements (Mannequins - Full/ Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters, POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms,	7 Theory 03 : 00 Practical 04 : 00
		Efficient Order Processing and Customer Service (Contd..)	• Create accurate, clear, and complete order information. • Communicate the order information promptly to the individuals responsible for fulfillment.				7 Theory 03 : 00 Practical 04 : 00
		Order Management and Customer Communication	• Deliver accurate, clear, complete, and timely information to the relevant personnel responsible for issuing the invoice. • Notify the appropriate individual promptly and clearly when unable to process an order, providing a detailed explanation for the situation. • Inform the customer promptly and courteously if their order cannot be delivered within the agreed-upon timeframe. • Safeguard customer details securely and restrict access to authorized personnel only.	RAS/ N0112 PC9, PC10, PC11, PC12, KU12, KU14			7 Theory 03 : 00 Practical 04 : 00
		Order Management and Customer Communi- cation (Contd..)					7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Effective Item Assess- ment and Valuation Techniques	• Conduct a comprehensive inspection of the item being offered. • Safeguard the item from any potential damage during handling. • Accurately identify and assess any required repairs and cleaning, including associated costs. • Calculate the exchange value of the item precisely, following company guidelines.	RAS/ N0113 PC1, PC2, PC3, PC4, KU3, KU10, KU11,		Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as Paytm, Pay- Pal, etc.), Sample of Gift Cards/ Coupons/ Vouchers, Credit Notes to demon- strate sales return, Sample forms showing Loyalty scheme/ EMI Offers	7 Theory 04 : 00 Practical 04 : 00
		Effective Customer Engage- ment and Part-Ex- change Transac- tions	• Effectively communicate to the customer the part-exchange value of the item and articulate the advantages of a part-exchange arrangement. • Politely inform the customer when the item is not eligible for part exchange. • Demonstrate polite and courteous behavior towards the customer during the valuation process. • Complete the necessary paperwork accurately for the transaction.	RAS/ N0113 PC5, PC6, PC7, PC13, KU5			7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Sales Negotiation and Transaction Closure	• Adhere to company policies and procedures for verifying ownership of the item. • Calculate the customer's balance payment accurately for the desired item. • Evaluate and accept or refuse customer offers in accordance with company policies and authorized discretion.	RAS/ N0113 PC8, PC9, PC10, PC11, PC12, PC14, KU9			7 Theory 03 : 00 Practical 04 : 00
		Sales Negotiation and Transaction Closure (Contd..)	• Conclude the transaction politely if the customer chooses not to proceed. • Clearly and accurately explain the terms and conditions of the sale. • Maintain polite and respectful treatment of the customer throughout the negotiation process.				7 Theory 03 : 00 Practical 04 : 00
4	**Processing Customer Payments and Goods Return**	**Price of purchased products**	• Determine the price of purchases accurately. • Resolve pricing problems promptly by consulting pricing information. • Seek timely guidance from the appropriate individual when unable to resolve pricing issues independently. • Calculate the customer's payment amount precisely.	RAS/ N0115 PC1, PC2, PC3, PC4, KU1, KU3, KU4	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with internet, White Board, Flip Chart, Markers, Trainer Chair & Table, Demonstration Table, Pin Up Boards Display Racks - Gondola / Shelves, Display/ Boards/	8 Theory 03 : 00 Practical 05 : 00
		Price of purchased products (Contd..)					8 Theory 03 : 00 Practical 05 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Credit Manage-ment and Payment Compli-ance	• Adhere to company guidelines for establishing customer credit limits. • Conduct accurate and timely checks on customer accounts to ensure payment compliance. • Investigate promptly and accurately determine reasons for missed payments, recording the findings accordingly.	RAS/ N0116 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, KU2, KU3, KU6, KU12		Standees for product categories and offers (Different Types), Calcula-tor, Stock Almirah, Point of Sale (POS) Terminal (Computer, Cash draw-er, Receipt printer, Barcode scanner, Card swiping machine), Dummy Products (Products with ad – on acces-sories such as mobile handsets with ear phones etc.) with barcode, specifica-tions, price tags, VM elements (Manne-quins - Full/ Half Bust, Danglers, Wobblers, Hangers, Fixtures, Banners, Posters,	7 Theory 03 : 00 Practical 04 : 00
		Credit Manage-ment and Payment Com-pliance (Contd..)	• Identify customers who exceed their credit limits and promptly report the findings to the appropriate person. • Take prompt action within company guidelines to address customers who exceed their credit limits. • Report the outcomes of actions taken to address customers who exceed their credit limits to the relevant individual. • Verify the validity and accuracy of customer payments. • Promptly and accurately record customer payments.				7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Effective Management of Customer Accounts and Payments	• Accurately document and record the reasons for overdue payments. • Identify problems with precision and resolve them promptly. • Promptly escalate any issues that cannot be resolved independently to the appropriate individual. • Safely and securely store collected payments in accordance with company procedures.	RAS/ N0116 PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, KU3, KU10, KU15, KU17		POS Display (LED Lightbox); Signage Board; Offer /Policy Signage), Shopping Basket/ Shopping Cart, Dummy Fire Extinguishers, Customer Feedback Forms, Billing Dummy Software, UV light fake note detecting machine, Posters showing various types of digital payment options such as Paytm, PayPal, etc.), Sample of Gift Cards/ Coupons/ Vouchers, Credit Notes to demonstrate sales return, Sample forms showing Loyalty scheme/ EMI Offers	7 Theory 03 : 00 Practical 04 : 00
		Effective Management of Customer Accounts and Payments (Contd..)	• Conduct regular checks to ensure the accuracy of charges made to customer accounts. • Verify the accuracy of credits made to customer accounts. • Identify and effectively resolve issues pertaining to customer accounts. • Communicate promptly to the appropriate individual about problems with customer accounts that cannot be resolved or are beyond one's responsibility and control.				7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Effective Returns Management and Customer Service Excellence	• Evaluate the customer's desired return items and reasons with clarity and politeness. • Promptly apologize if the company is deemed responsible. • Adhere to legal and company guidelines for offering replacements and refunds, while clearly and politely explaining them to the customer.	RAS/ N0117 PC1, PC2, PC3, PC4, PC5, PC6, KU1, KU4			7 Theory 03 : 00 Practical 04 : 00
		Effective Returns Management and Customer Service Excellence (Contd..)	• Effectively communicate to the customer the necessary actions to be taken and any applicable charges. • Accurately select the replacement goods and follow company procedures for their preparation and dispatch. • Provide accurate, clear, and polite instructions to the customer regarding the return process for unwanted goods.				7 Theory 03 : 00 Practical 04 : 00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Manage-ment of Returned Goods and Stock Control	• Accurately assess the type, quantity, and condition of returned goods. • Effectively communicate accurate and comprehensive information to the relevant personnel responsible for issuing credit notes or processing payment refunds. • Promptly, accurately, and thoroughly update the stock control system.	RAS/ N0117 PC7, PC8, PC9, PC10, PC11, KU 3, KU5, KU7			7 Theory 03 : 00 Practical 04 : 00
		Manage-ment of Returned Goods and Stock Con- trol (Contd..)	• Clearly label goods intended for return to the supplier or manufacturer. • Properly arrange returned goods in their designated location and segregate unsaleable items from the sales stock.				7 Theory 03 : 00 Practical 04 : 00
5	Employability Skills	Introduc-tion to Em-ployability Skills	• Discuss the Employability Skills required for jobs in various industries • List different learning and employability related GOI and private portals and their usage	DGT/ VSQ/ N0102	Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projec-tor, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describ-ing the re-tail sector	01:30 Theory 00:30 Practical 01:00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Consti-tutional values - Citizenship	• Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen • Show how to practice different environmentally sustainable practices.		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projec-tor, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describ-ing the re-tail sector	01:30 Theory 00:30 Practical 01:00
		Becoming a Profes-sional in the 21st Century	• Discuss the importance of relevant 21st century skills. • Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc., in personal or professional life. • Describe the benefits of continuous learning.		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Post-ers, and charts for describing the retail sector	02:30 Theory 01:00 Practical 01:30

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Basic English Skills Duration	• Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone • Read and interpret text written in basic English • Write a short note/paragraph/letter/e -mail using basic English		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	10:00 Theory 04:00 Practical 06:00
		Career Development & Goal Setting	• Create a career development plan with well-defined short- and long-term goals		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	02:00 Theory 01:00 Practical 01:00
		Communication Skills	• Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. • Explain the importance of active listening for effective communication • Discuss the significance of working collaboratively with others in a team		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	05:00 Theory 02:00 Practical 03:00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Diversity & Inclusion	• Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD • Discuss the significance of escalating sexual harassment issues as per the POSH act.		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	02:30 Theory 01:00 Practical 01:30
		Financial and Legal Literacy Duration	• Outline the importance of selecting the right financial institution, product, and service • Demonstrate how to carry out offline and online financial transactions safely and securely • List the common components of salary and compute income, expenditure, taxes, investments etc. • Discuss the legal rights, laws, and aids		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	05:00 Theory 02:00 Practical 03:00
		Essential Digital Skills	• Describe the role of digital technology in today's life • Demonstrate how to operate digital devices and use the associated applications and features safely and securely • Discuss the significance of displaying responsible online behaviour while browsing, using various social media platforms, e-mails, etc., safely and securely • Create sample word documents, excel sheets and presentations using basic features • utilise virtual collaboration tools to work effectively		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	10:00 Theory 04:00 Practical 06:00

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Entrepre-neurship	• Explain the types of entrepreneurship and enterprises • Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan • Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per the requirement • Create a sample business plan for the selected business opportunity		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	07:00 Theory 03:00 Practical 04:00
		Customer Service	• Describe the significance of analysing different types and needs of customers • Explain the significance of identifying customer needs and responding to them in a professional manner. • Discuss the significance of maintaining hygiene and dressing appropriately		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	05:00 Theory 02:00 Practical 03:00
		Getting Ready for apprenticeship & Jobs	• Create a professional Curriculum Vitae (CV) • Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals, respectively • Discuss the significance of maintaining hygiene and confidence during an interview • Perform a mock interview • List the steps for searching and registering for apprenticeship opportunities		Classroom lecture/ PowerPoint Presentation/ Question & Answer and Group Discussion	LCD Projector, Laptop/ Computer with the internet, White Board, Flip Chart, Markers, Posters, and charts for describing the retail sector	08:00 Theory 03:00 Practical 05:00

Total Duration	Theory: 124: 00 Practical: 176 : 00
On Job Training	60:00
Total Duration	360 : 00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF PARTICIPANTS

Assessment Criteria for Retail Cashier	
Job Role	Retail Cashier
Qualification Pack	Retail Cashier RAS/Q0102 V4.0
Sector Skill Council	Retailers Association's Skill Council of India

S. No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council.
2.	Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS.
3.	SSC will lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
4.	Individual NCVET recognised assessment agencies will prepare the theory and practical question papers
5.	The assessments will be conducted by individual NCVET recognised assessment agencies as per the SOP.
6.	Every learner/ candidate appearing for the assessment must possess the OJT completion certificate from the employer to undertake the assessments under this qualification.
7.	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
8.	To pass the Qualification Pack assessment, every trainee should score a minimum of 50% aggregate passing percentage recommended at QP Level.
9.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.
10.	For detailed guidelines SOP on assessments can be referred to on the RASCI website.

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
RAS/N0110: Service cash point / POS	Monitor receipt practices and processes at the cash point / POS	50	50
	PC1. check at suitable times that staff are setting up and operating cash points correctly.	8	8
	PC2. look into and promptly sort out any problems with routine cash point operations and transactions.	8	8
	PC3. check that staff are handling cash and cash equivalents efficiently and in line with approved procedures.	8	8
	PC4. accurately and promptly authorise any refunds, cheques and credit card payments which need your authorisation.	8	8
	PC5. correctly follow cash point security procedures.	10	10
	PC6. develop effective plans to cope with unexpected problems at the cash point.	8	8
	NOS Total	50	50
RAS/N0111: Follow point-of-sale procedures for age-restricted products	Follow procedures for sales of age-restricted products	20	20
	PC1. follow legal requirements and company policies and procedures for asking for proof of age.	2.5	2.5
	PC2. make the sale only if customers provide age proof and it meets legal and company conditions, while selling age-restricted products.	2.5	2.5
	PC3. follow legal requirements and company policies and procedures for refusing sales.	2.5	2.5
	PC4. refuse politely and firmly to make sales that are against the law or any procedures and policies he/she must follow.	5	5
	PC5. explain clearly and accurately to customers what proof of age is acceptable.	5	5
	PC6. follow company procedures for telling customers how to get proof of age.	2.5	2.5
	Provide service at point of sale	30	30
	PC7. tell customers the correct amount to be paid.	2.5	2.5
	PC8. check accurately the amount and means of payment offered by the customer.	2.5	2.5
	PC9. process the payment in line with company procedures, where the payment is acceptable.	2.5	2.5
	PC10. tell the customer tactfully when payment cannot be approved.	5	5
	PC11. record payments accurately.	2.5	2.5
	PC12. store payments securely and protect them from theft.	2.5	2.5
	PC13. offer additional services to the customer where these are available.	2.5	2.5

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC14. treat customers politely throughout the payment process.	5	5
	PC15. balance the need to give attention to individual customers with the need to acknowledge customers who are waiting for help	5	5
	NOS Total	**50**	**50**
RAS/N0112: Process customer orders for goods	**Check the availability**	**20**	**20**
	PC1. identify customers needs accurately by asking suitable questions.	5	5
	PC2. identify the goods that will meet customers needs and check with customers that these are satisfactory.	2.5	2.5
	PC3. find out who can supply the goods needed and on what terms.	5	5
	PC4. keep customers informed of progress in finding the goods they need.	2.5	2.5
	PC5. give customers clear, accurate and complete information about the availability of goods and the terms of supply.	5	5
	Process orders forcustomers	**30**	**30**
	PC6. follow legal and company procedures for checking the customers identity and credit status.	2.5	2.5
	PC7. follow company policy for offering to order goods the customer needs if they are not in stock.	2.5	2.5
	PC8. prepare accurate, clear and complete information about the order & pass this information to people responsible for fulfilment.	5	5
	PC9. provide accurate, clear, complete and timely information to those responsible for issuing the invoice.	5	5
	PC10. tell the right person promptly when he/she cannot process an order and explain the reasons clearly.	5	5
	PC11. let the customer know promptly and politely if their order cannot be delivered within the agreed time.	5	5
	PC12. store customers details securely and show them only to people who have a right to see them	5	5
	NOS Total	**50**	**50**
RAS/N0113: Process part exchange sale transactions	**Decide on the value of items offered in part exchange by customers**	**25**	**25**
	PC1. thoroughly inspect the item being offered.	5	5
	PC2. protect the item from damage while handling it.	2.5	2.5
	PC3. identify accurately any repairs and cleaning needed and the costs involved.	2.5	2.5
	PC4. work out the exchange value of the item accurately within company guidelines.	2.5	2.5

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC5. explain to the customer clearly and accurately the part-exchange value of the item and the benefits of a part exchange arrangement.	5	5
	PC6. tell the customer politely that the item is not acceptable for part exchange, when this applies.	5	5
	PC7. treat the customer politely throughout the valuation process.	2.5	2.5
	Negotiate part exchange sales transactions with customers	**25**	**25**
	PC8. follow company policies and procedures for checking who owns the item.	2.5	2.5
	PC9. work out accurately the balance to be paid by the customer on the item he/she wants to buy.	5	5
	PC10. accept or refuse the customers offers according to company policies and the discretion he/she is allowed.	3.5	3.5
	PC11. end the transaction politely if the customer is not willing to go ahead.	3.5	3.5
	PC12. explain clearly and accurately the terms and conditions of the sale.	3.5	3.5
	PC13. fill in the paperwork for the transaction.	3.5	3.5
	PC14. treat the customer politely throughout negotiations.	3.5	3.5
	NOS Total	**50**	**50**
RAS/N0115: Process payments	**Work out the price ofcustomer purchases**	**50**	**50**
	PC1. accurately identify the price of purchases.	12.5	12.5
	PC2. promptly sort out any pricing problems by referring to pricing information.	12.5	12.5
	PC3. seek advice promptly from the right person when he/she cannot sort out pricing problems himself/herself.	12.5	12.5
	PC4. work out accurately the amount the customer should pay.	12.5	12.5
	NOS Total	**50**	**50**

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
RAS/N0116: Process cash and credit transactions	**Process customercredit**	**20**	**20**
	PC1. follow company guidelines for setting customer credit limits.	5	5
	PC2. check customer accounts accurately and at suitable intervals to check that payments are up to date.	2.5	2.5
	PC3. promptly investigate reasons for missed payments and accurately record the findings.	2.5	2.5
	PC4. identify customers who go over their credit limits and report the findings promptly to the right person.	5	5
	PC5. act promptly and within company guidelines to deal with customers who go over their credit limits.	2.5	2.5
	PC6. report to the right person the results of the action taken to deal with customers who go over their credit limits	5	5
	Process payments made to customer accounts	**17.5**	**17.5**
	PC7. check that payments from customers are valid and accurate.	2.5	2.5
	PC8. record payments from customers promptly and accurately.	2.5	2.5
	PC9. record clearly and accurately the reasons why payments are overdue.	2.5	2.5
	PC10. identify problems accurately and sort them out promptly.	2.5	2.5
	PC11. tell the right person promptly about any problems that he/she cannot sort out.	5	5
	PC12. store collected payments securely and in line with company procedures.	2.5	2.5
	Reconcile customer accounts	**12.5**	**12.5**
	PC13. check that charges made to customer accounts are correct.	2.5	2.5
	PC14. check that credits made to customer accounts are correct.	2.5	2.5
	PC15. identify and sort out problems with customer accounts.	2.5	2.5
	PC16. tell the right person about problems with customer accounts that he/she cannot sort out or that are beyond his/her responsibility and control.	5	5
	NOS Total	**50**	**50**

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
RAS/N0117: Process returned goods	**Help customers who need to return goods**	**25**	**25**
	PC1. check clearly and politely with the customer what goods they want to return and their reasons.	5	5
	PC2. apologise promptly if the company appears to be at fault.	2.5	2.5
	PC3. follow legal & company requirements for offering replacements and refunds,and explain these to the customer clearly & politely.	2.5	2.5
	PC4. explain to the customer clearly and politely the action to be taken, and any charges that apply.	5	5
	PC5. pick out accurately the replacement goods and follow company procedures for preparing them to be sent out.	5	5
	PC6. explain to the customer accurately, clearly and politely the arrangements for returning the unwanted goods.	5	5
	Process returns of goods	**25**	**25**
	PC7. check accurately the type, quantity and condition of returned goods.	5	5
	PC8. give accurate and complete information to the person who can raise a credit note or refund the payment.	5	5
	PC9. update the stock control system promptly, accurately and fully.	5	5
	PC10. label clearly any goods that are to be returned to the supplier or manufacturer.	5	5
	PC11. move returned goods to the correct place and position unsaleable goods separately from sales stock.	5	5
	NOS Total	**50**	**50**
DGT/VSQ/ N0102: Employability Skills (60 Hours)	**Introduction to Employability Skills**	**1**	**1**
	PC1. identify employability skills required for jobs in various industries	-	-
	PC2. identify and explore learning and employa-bility portals	-	-
	Constitutional values – Citizenship	**1**	**1**
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizen-ship, responsibility towards society etc. and per-sonal values and ethics such as honesty, integri-ty, caring and respecting others, etc.	-	-
	PC4. follow environmentally sustainable practices	-	-

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	Becoming a Professional in the 21st Century	2	4
	PC5. recognize the significance of 21st Century Skills for employment	-	-
	PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for contin-uous learning etc. in personal and professional life	2.5	2.5
	Basic English Skills	2	3
	PC7. use basic English for everyday conversa-tion in different contexts, in person and over the telephone	-	-
	PC8. read and understand routine infor-mation, notes, instructions, mails, letters etc. written in English	-	-
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-
	Career Development & Goal Setting	1	2
	PC10. understand the difference between job and career	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on ap-titude	-	-
	Communication Skills	2	2
	PC12. follow verbal and non-verbal communica-tion etiquette and active listening techniques in various settings	-	-
	PC13. work collaboratively with others in a team	-	-
	Diversity & Inclusion	1	2
	PC14. communicate and behave appropriately with all genders and PwD	-	-
	PC15. escalate any issues related to sexual har-assment at workplace according to POSH Act	-	-
	Financial and Legal Literacy	2	3
	PC16. select financial institutions, products and services as per requirement	-	-
	PC17. carry out offline and online financial trans-actions, safely and securely	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-
	Essential Digital Skills	**2**	**3**
	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-
	PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-
	Entrepreneurship	**2**	**3**
	PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for po-tential business through research	-	-
	PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-
	PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the po-tential business opportunity	-	-
	Customer Service	**1**	**2**
	PC26. identify different types of customers	-	-
	PC27. identify and respond to customer requests and needs in a professional manner.	-	-
	PC28. follow appropriate hygiene and grooming standards	-	-
	Getting ready for apprenticeship & Jobs	**2**	**3**
	PC29. create a professional Curriculum vitae (Ré-sumé)	-	-
	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-
	PC31. apply to identified job openings using offline/online methods as per requirement	-	-
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-
	NOS Total	**20**	**30**

Annexure III

List of QR Codes Used in PHB

Module No.	Unit No.	Topic Name	Page No in PHB	Link for QR Code (s)	QR code (s)
Chapter 1 - Introduction to Retail	Unit 1.1 - Introduction to Retail	1.1.1 Retail	16	www.youtube.com/ watch?v=Gm-agMsfu0s&t=40s	English phrases for salesperson
Chapter 2 - Providing Service at Point of sale	Unit 2.1 - Service Cash Point/POS	2.1.1 Cash points/POS	26	www.youtube.com/ watch?v=Wivi_JZYKKg	Job profile of retail cashier
				www.youtube.com/ watch?v=ehcjne9-Lto	POS machine use
				https://www.youtube.com/ watch?v=2KTk8WMRFpE	what is POS system
				https://www.youtube.com/ watch?v=pW9W2b2Z95o	POS procedure for Age restricted products

Module No.	Unit No.	Topic Name	Page No in PHB	Link for QR Code (s)	QR code (s)
Chapter 3 - Processing Customer Orders and Exchanges	Unit 3.1 - Processing Customer Orders for Goods	3.1.1 Customer orders	33	https://www.youtube.com/watch?v=6jnNqC7CLsA	Buying process
				www.youtube.com/watch?v=s-RbEBkHPlAI	Price look up store
Chapter 4 - Processing Customer Payments and Goods Return	Unit 4.1 - Processing Payments	4.1.1 Identifying and checking the price of products	43	www.youtube.com/watch?v=y-doKsUU3j9s	Retail price overide
				https://www.youtube.com/watch?v=LD7yMqcbEOs	Payment Processing: Industry Overview
				https://www.youtube.com/watch?v=mZziCuQxakE	Handling objection

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