# Course Curricula

Under

SKILL DEVELOPMENT INITIATIVE SCHEME (SDIS)

Based on

## Modular Employable Skills (MES)

## on

## Fast Moving Consumer Goods (FMCG) Sector

**Government of India**
**Ministry of Labour & Employment**
**Directorate General of Employment & Training**

**Course Curriculum under Skill Development Initiative Scheme (SDIS) based on Modular Employable Skills (MES)**

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List of members attended the Trade Committee Meeting for designing the course curricula under Skill Development Initiative Skill (SDIS) based on Modular Employable Skills (MES) on FMCG Sector held  on 02.05.2012  at Conference Hall, CSTARI, Kolkata-91

| Sl. No. | Name and Designation Mr. & Ms. | Organization | Remarks |
|---|---|---|---|
| 1. | S. J.Amalan, Director | CSTARI., Kolkata-91, | Chairman |
| 2. | Koushik Chatterjee,Asst Manager | ITC ,2 Lee Road , Kol-20 | Member |
| 3. | Sanjay Banerjee, Area Manager | ITC ,2 Lee Road , Kol-20 | Member |
| 4. | M.C. Sharma, JDT, | CSTARI, Kolkata | Member |
| 5. | L.K. Mukherjee, DDT | CSTARI, Kolkata | Member |
| 6. | G. Giri, DDT | CSTARI, Kolkata | Member |
| 7. | S.B. Sarder, ADT | CSTARI, Kolkata | Member |
| 8. | R.N. Manna,To | CSTARI, Kolkata | Member |
| 9. | Rupnarayan Bose | CII, Kolkata | Member |
| 10. | Arindam  Saha, Zonal TRG, Manager | IL & FS, Education , Kol | Member |
| 11. | Arindam Basu, Dy. Vice President | AXIS Bank, Kolkata-71 | Member |
| 12. | Rajib Basak,Sr. Business Associate LIC of India | 137, V.I.P Road, Kol-52 | Member |
| 13. | Mainak Chowdhury, SBA | LIC ,P-95, LIC Township, Madhagram,Kol-1 | Member |
| 14. | Nirmalya Nath, ADT | CSTARI, Kolkata | Member |
| 15. | Indranil Ray Chowdhury | 20/12, Northern Avenue, Ist Floor, Kol-37 | Member |
| 16. | Bishnu Prasad Das, Manager Sales, | LIC ,16, Hare Street, 4th Floor Kol-91 | Member |
| 17. | Purnima . Sengupta, | CMI ,26 Shakespear Sarani, Kolkata-17 | Member |
| 18. | U. Mukherjee, | CMI ,26 Shakespear Sarani, Kolkata-17 | Member |
| 19. | Dilayend Paul, | PTIMA,  BE-54, Salt Lake, Kol-64 | Member |
| 20. | Mainak Ranjan Chaki | Adity Birla ,1 Camac Street, Kol-17 | Member |
| 21. | Chandan  Ray | Exterim System Ltd, 152 S.P.Mukherjee, 5th Floor, Kol-26 | Member |
| 22. | Dr. Amarendu Mondal | PTIMA, BE-54, Salt Lake, sector-1 | Member |
| 23. | K.L.Kuli, JDT | CSTARI, Kolkata | Member |
| 24. | B.K.Singh, DDT | CSTARI, Kolkata | Member |
| 25. | Atanu Sarkar,Co-Ordinator | PTIMA,  BE-54, Salt Lake, Kol-64 | Member |
| 26. | D. Sengupta, Directo& CEO | CMI ,26 Shakespear Sarani, Kolkata-17 | Member |
| 27. | Rabin Debnath, ADIT, WB | DIT, WB, Kolkata | Member |
| 28. | Ishwar Singh, JDT | RDAT, Kolkata | Member |

<h3 align="center">Skill Development based on Modular Employable Skills (MES)</h3>

## Background

The need for giving emphasis on Skill Development, especially for the educated unemployed youth (both for rural & urban) has been highlighted in various forums. Unfortunately, our country's current education system does not give any emphasis on development of skills. As a result, most of the educated unemployed youths are found wanting in this area, which is becoming their Achilles heel.

As India is on the path of economic development and the share of service sector's contribution to the GDP of the country is increasing (53% of GDP) it is becoming imperative that Government of India along with other nodal agencies play an important role in providing employable skills, with special emphasis on Skills.

Hence, need of the hour is some policy change at Apex level which will address the needs of the changing economy and look at providing mandatory skills training to all educated unemployed youths, with a view to have them gainfully employed. This shift in policy will ultimately benefit all the stake holders, namely the individuals, industry, Government and the economy by way of providing employment, increasing the output/productivity and ultimately resulting in a higher GDP for the nation.

- **Frame work for skill development based on 'Modular Employable Skills (MES)'**
  Very few opportunities for skill development are available for the above referred groups (educated unemployed youth). Most of the existing skill development programmes are long term in nature. Poor and less educated persons cannot afford long term training programmes due to higher entry qualifications, opportunity cost, etc. Therefore, a new framework for skill development has been evolved by the DGET to address the employability issues.

  The **key features of new framework for skill development** are:

- Demand driven short term training courses based on modular employable skills are decided in consultation with Industries.
- Flexible delivery mechanism (part time, week ends, full time)
- Different levels of programmes (foundation level as well as skill up gradation) to meet demands of various target groups
- Central Government will facilitate and promote training while vocational training providers (VIPs) under the Govt. and Private Sector will provide training
- Optimum utilization of existing infrastructure to make training cost effective.
- Testing of skills of trainees by Independent Assessing Bodies (IABs) who would not be involved in conducting 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 up gradation, multi skilling, 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 organizations.
- ✓ 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

## INTRODUCTION

Economic growth in India is increasingly supported by robust industrial growth. FMCG Sector is one of the relatively lesser known but significant sectors that support almost all industrial activity. However, notwithstanding its importance and size (INR 4 trillion), it has traditionally not been accorded the attention it deserves as a separate sector in itself. The level of inefficiency in FMCG Sector activities in the country has been very high across all modes.

The required pace of efficiency and quality improvement will demand rapid development of capabilities of FMCG Sector service providers. And with FMCG Sector, skill development will emerge as a key capability.

This lack of focus on developing manpower and skills for the FMCG Sector has resulted in a significant gap in the numbers and quality of manpower in the sector.

This gap, unless addressed urgently, is likely to be a key impediment in the growth of the FMCG Sector in India and in consequence, could impact growth in industry and manufacturing sectors as well.

This underscores the need identifying areas where such manpower and skill gaps are critical, and developing focused action plans to improve the situation.

A look at the required initiatives for manpower development in the above sector makes it clear that sustainable development of the sector's manpower requires a collaborative public private effort. The level of commitment demonstrated by each stakeholder would largely determine the direction that the sector heads towards.

## Age of participants

The minimum age limit for persons to take part in the scheme is 18 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 and experts, Vocational Training Providers and other stakeholders are ensured at each stage).

## Development of Core Competencies

Possession of proper attitudes is one of the most important attributes 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 behaviours and by the environment provided during training.

Some important core competencies to be developed are:

1. Communication skills

2. Better usage of English language/Vernacular

3. Presentation skills

4. Self management

5. Resume preparation

6. GD participation/facing techniques

7. Interview facing techniques

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 Programme:

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.

**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 learning through active participation and involvement.

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 programme. 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 competency-based certificates issued by **National Council for Vocational Training (NCVT).**

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# COURSE MATRIX

# FMCG

Level-I

| FMCG101 |
| Module-1 |

**- FMCG Sales Representative**

| | | |
|---|---|---|
| **Name** | : | **FMCG Sales Representative** |
| **Sector** | : | **FMCG** |
| **Level** | : | **1** |
| **Code** | : | **FMCG 101** |
| **Entry Qualification** | : | **12<sup>th</sup> Standard** |
| **Age** | : | **18 years** |
| **Terminal Competency** | : | **On successful completion of training one should be able to sell FMCG products through effective communication and rapport with customers.** |
| **Duration** | | **: 200 hours** |

| Practical Training | Underpinning Knowledge(Theory) |
|---|---|
| **Understanding the FMCG Industry** ||
| <ul><li>Flip chart activity on how customers make a buying decision.</li><li>Group activity and discussion on the various products available in the market.</li></ul> | <ul><li>Understanding the FMCG Industry</li><li>Knowing the roles and responsibilities of an executive</li></ul> |
| **The concept of sales and selling skills(FMCG)** ||
| <ul><li>Role-play and activity on various selling methods- Go GET SALE & GLADDEN</li><li>Making a checklist of pre sales preparation components</li></ul> | <ul><li>Introduction to the concept of sales</li><li>Understanding the concept of buying cycle and selling cycle and the benefits of direct & indirect selling.</li><li>Using the selling cycle to make a sale</li><li>Components of pre sales preparation and their importance</li><li>The importance of persuasion in sales</li><li>How are buying decisions made</li><li>Introduction to the concept of Supply Chain Management & Logistics</li></ul> |
| **Organized & Un-organized Retail ( FMCG)** ||
| <ul><li>Project on organized and unorganized Retail outlets.</li><li>Making a list of the various consumable and non consumable products used by different sectors of</li></ul> | <ul><li>Introduction and study of various types of organized and unorganized retail outlet</li><li>Awareness the various FMCG products available.</li></ul> |

| | |
|---|---|
| the economy. | • Feature Advantage Benefit (FAB) analysis of the consumable & non consumable products.<br>• Increase sales using the sales acquisition and outlet acquisition approach<br>• The concepts of Sell in, Sell out<br>• Merchandizing<br>• Visual Merchandizing<br>   ▪ Availability<br>   ▪ Visibility<br>   ▪ Freshness |
| **Consumer Service & Food Hygiene** ||
| • Group discussion and activity on the benefits of maximum hygiene<br>• Role plays on examples of good and bad customer service<br>• Group discussion and activity on moments of truth<br>• Mock interview sessions | • Food Safety and how to prevent contamination<br>• Customer Service & how it impacts sale<br>• The importance of post sales service.<br>• The importance of empathy, values& ethics.<br>• The power of positive thinking<br>• Interview Skills |
| **Reports** ||
| • A practical study of Daily Sales Report & Daily Stock Report. | • The importance of Reports<br>• The W's of Reporting<br>• Daily Sales Report<br>• Daily Stock Report |
| **Computer Fundamentals – MS EXCEL** ||
| • Practical Sessions on MS- EXCEL | • Components of a spreadsheet<br>• How to enter Data<br>• Formatting<br>• Using Simple formulas on excel<br>• Sort & Filter |
| **Soft Skills** ||
| <u>**Practice On:**</u><br>• Oral communication skill & testing voice modulation, clarity & intonation<br>• Developing etiquette & manners<br>• Study of different pictorial expression of non- verbal communication & its analysis | • Communication- verbal& non-verbal communication skills<br>• Interpersonal skills<br>• Telephone etiquettes<br>• Personal etiquettes<br>• Negotiation/Persuasive skills<br>• Analytical Ability<br>• Interpersonal behavior |

# TOOLS AND EQUIPMENTS

## EQUIPMENTS/TOOLS REQUIRED FOR CLASSROOM

| | | |
|---|---|---|
| Computer | : | 15 on twin sharing basis |
| LCD Projector | : | 1 |
| Projection Screen / LCD TV | : | 1 |
| White/Black Boards / Interactive | | |
| Board | : | 1 |
| Flip Chart Holder | : | 2 Nos |
| Public Address System (PAS) | : | 1 set of collar mikes, amplifier, sound box, |
| | : | Standing mikes, camera etc |
| Classroom chairs with writing boards | : | 30 |

| | |
|---|---|
| Display posters of various sizes of different companies | : 10 |
| Types of sales literature, pamphlets, brochures, proposal forms | : 100 |
| Prospectus forms etc | |
| Kit Bags for each | : 30 |
| Study material, writing pad, pen and calculation charts | : 30 |