Model Curriculum

QP Name: Field Sales Executive

QP Code: PWD/TEL/Q0200

QP Version: 2.0

NSQF Level: 3

Model Curriculum Version: 1.0

Expository: Low Vision (E003)

Skill Council for Person with Disability || Address: 501-City Centre, 12/5 DwarkaNew Delhi – 110075

Table of Contents

Training Parameters

Sector	Telecom
Sub-Sector	Service Provider
Occupation	Sales and Distribution – Service Segment
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5243.0501
Minimum Educational Qualification & Experience	10th Class Pass with 2 years of experience OR 10th Class Pass + ITI (1 year after Class 10th) with 1 year Experience OR 10th Class Pass + ITI (2 years after Class 10th) OR 10th Class Pass and pursuing continuous regular Schooling OR 3 Year Diploma (After 10th) OR 12th Class Pass with 6 months experience OR Previous relevant Qualification of NSQF Level 3 with 2 years of experience *for 10th class with No experience- OJT/internship of 8 months (including 120 hrs. of Domain OJT counted in Notional Hours).
Pre-Requisite License or Training	NA
Minimum Job Entry Age	15 Years
Last Reviewed On	27/01/2022
Next Review Date	27/01/2027
NSQC Approval Date	24/04/2022
QP Version	2.0
Model Curriculum Creation Date	27/12/2021
Model Curriculum Valid Up to Date	27/01/2027
Model Curriculum Version	1.0
Minimum Duration of the Course	720 Hours, 0 Minutes
Maximum Duration of the Course	720 Hours, 0 Minutes

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.
- Strategize for brand visibility and maximizing the retailer base
- Enroll new retailers and increase retailer base
- Optimize resources, work efficiently and adhere to safety standards
- Interact effectively with others while being sensitive of gender and persons with disabilities

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	**65:00**	**188:00**	**00:00**	**00:00**	**253:00**
Module 1: Use Smart Phone (Bridge module-PwD)	03:00	21:00	00:00	00:00	24:00
Module 2: Learn Basic English (Bridge module-PwD)	21:00	24:00	00:00	00:00	45:00
Module 3: Learn basic Braille (Bridge module-PwD)	03:00	18:00	00:00	00:00	21:00
Module 3: Computer Training	30:00	120:00	00:00	00:00	150:00
Module 3: Introduction to the role of a Field Sales Executive *Bridge Module*	08:00	04:00 + 00:01	00:00	00:00	13:00
TEL/N0216 – Prepare and plan to achieve sales targets NOS Version No. 2.0 NSQF Level 4	**24:00**	**58:00 + 19:00**	**00:00**	**40:00**	**141:00**
Module 2: Interact with Retailers	24:00	58:00 + 19:00	00:00	40:00	141:00
TEL/N0217 – Perform activities to enroll new customers NOS Version No. 2.0 NSQF Level 4	**28:00**	**42:00 + 14:00**	**00:00**	**40:00**	**124:00**
Module 3: Expand the Retailer Base	28:00	42:00 + 14:00	00:00	40:00	124:00
TEL/N0218 – Sell broadband subscriptions NOS Version No. 2.0 NSQF Level 4	**28:00**	**28:00 + 10:00**	**00:00**	**40:00**	**106:00**

Module 4: Sell broadband subscriptions	28:00	28:00 + 10:00	00:00	40:00	106:00
TEL/N9101 – Organise work and resources as per health and safety standards **NOS Version No. 1.0** **NSQF Level 4**	**16:00**	**24:00 + 08:00**	**00:00**	**00:00**	**48:00**
Module 5: Organise resources and work effectively and safely	16:00	24:00 +08:00	00:00	00:00	48:00
TEL/N9102 – Communicate effectively with team members and customers **NOS Version No. 1.0NSQF Level 4**	**16:00**	**24:00 + 08:00**	**00:00**	**00:00**	**48:00**
Module 6: Communicationand Interpersonal Skills	16:00	24:00 +08:00	00:00	00:00	48:00
Total Duration	**177:00**	**423:00**	**00:00**	**120:00**	**720:00**

Module Details

Module 1: Learn Basic English
Mapped to: Bridge Module

Terminal Outcomes:
- Apply knowledge of Basic English to interpret information received and respond accordingly.
- Recognize familiar words and basic phrases concerning self, family members, and immediate workplace.
- Read and write simple sentences in English about self, activities planned, and events of the day

Duration: 21:00	Duration: 24:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Identify and write alphabets and letters. - Identify various vowel and consonant sounds in various words. - Recognize words and phrases related to formal and informal greetings. - Recognize simple personal information about self and others (e.g. name, age, place of residence etc.). - Recognize very simple words related to home, neighborhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes, food, and drinks. - Recognize simple pronouns (he/she/we/they). - Comprehend basic hobby related verbs (like playing, singing, dancing). - Recognize common verbs related to movement of transport (e.g. buses run, boats sail). - Recognize words related to common feelings and emotions. (e.g. sad, unhappy, depressed, irritated, furious, angry). - Recognize familiar English words and phrases used in the workplace, like instructions related to direction, safety instructions, date and time etc. (vocabulary: stop, close the door). - Differentiate between Spoken and Written English.	- Demonstrate the correct way to pronounce words with the right stress. - Read and write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status). - Use simple words related to common diseases in sentences (e.g. cold, cough, headache, fever and pain). - Read and write simple sentences using names of everyday objects, places, directions. (e.g. I live in Delhi.). - Read and write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.). - Read and write words and short phrases to describe travel, holidays, and vacations. - Read and frame written answers to simple questions related to self, food preferences, feelings etc. - Identify and read health, safety, and security signage (images/graphics) in English; at work and public places or on gadgets and appliances. - Read and write basic familiar words and phrases to identify areas of work, responsibilities, and working relationships. - Read and write simple sentences describing activities planned for the next day/week/month. - Pronounce words related to professions correctly. - Ask and answer questions related to their job correctly. - Discuss activities planned for the next day/week/month at the workplace. - Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).
Classroom Aids	
Braille flashcards, Braille books	
Tools, Equipment and other requirements	
Laptops/Computers, Braille Slates and Stylus, Braille sheets, Braille Note takers	

Module 2: Use of Smartphone
Mapped to: Bridge Module

Terminal Outcomes:

● Demonstrate the use of a smartphone to make calls, message, read books & documents, write e-mails, and web browsing.

Duration: 03:00	Duration: 21:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
● Explain the benefits of a smartphone for Persons with Visual Impairment. ● Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g. GPS, Social media Applications and Cab Booking Applications). ● Discuss the barriers in accessing some Software Applications (like Gaming Application).	● Demonstrate how to use the different functions of the screen such as power on/off, accessing the main menu, home button, volume rocker, power buttons, memory slot and sim tray. ● Demonstrate basic operations on the screen by using, "explore by touch". ● Use talk back, speech, and volume settings. ● Use a mobile phone for making calls and for sending and receiving messages. ● Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts. ● Use basic applications like Google Play Store and calculator. ● Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library. ● Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones. ● Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps. ● Demonstrate how to download apps on a smartphone.
Classroom Aids	
One smart phone with talkback per trainee	
Tools, Equipment and other requirements	
Braille Slates and Stylus, Braille sheets, Braille Note takers, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 3: Learn Basic Braille
Mapped to: Bridge Module

Terminal Outcomes:
- Read and write basic Braille.

Duration: 03:00	Duration: 18:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Discuss the history and significance of the invention of Braille. - Describe the concept of Dots and Cells in Braille. - Distinguish between Old and modern Braille slates.	- Read and write text in Braille by using appropriate hand movements. - Recognize Braille characters, words, sentences, paragraphs, and placement of text. - Demonstrate use of Braille equipment (such as Positioning Braille slate, inserting paper in the slate, use of stylus). - Demonstrate correct sitting posture while using Braille devices. - Demonstrate how to use technology to replace manual Braille typing (such as using Orbit 20).
Classroom Aids	
Braille books. Braille Cubes. Braille Slate and Stylus; Braille Sheets; Braille Typewriter.	
Tools, Equipment and other requirements	
- Audio Films on Braille teaching with visual portions described and demonstrated by the trainer on one-to-one basis. - Sheets containing words/ sentences/ paragraphs in local language in open (uncontracted) Braille. - Books in interline and inter point local language in open (uncontracted) Braille. - Computer. - Low-cost Braille note taker. - Stylus and interline and interpoint Braille slate. - Braille writing paper. - Braille Note taker such as Orbit 20.	

Module 4: Computer Training
Mapped to: Bridge Module

Terminal Outcomes:

- Learn the basics of computers.

Duration: 30:00	Duration: 150:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Describe the uses of computers. - Distinguish between hardware and software components of computers. - Describe input and output devices. - Describe basic functions of the various parts of computers.	- Demonstrate hand and finger placement for using keyboard and numpad. - Open, create, and save word documents. - Navigate and read commands for creating word documents. - Demonstrate cut, copy, and paste in a word document. - Demonstrate steps to format a word document (for example, change paragraph alignment, bold /italicize text, edit, delete, Capitalize letters, insert date and time).
Classroom Aids	
Desktop Computer / Laptops	
Tools, Equipment and other requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

Module 5: Introduction to the Role of Field Sales Executive
Bridge Module

Terminal Outcomes:

- Describe the role and responsibilities to be performed by a field sales executive.
- Explain the scope of work for a field sales executive.

Duration: *08:00*	Duration: *05:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the role and responsibilities of a field sales executive. - Describe the size and scope of the Telecom industry and its various sub-sectors. - Discuss the various opportunities for a field sales executive in the Service Provider sub-sector. - Discuss organisational policies on incentives, delivery standards, personnel management and public relations (PR) pertinent to the job role. - Describe the process workflow in the organization and the role of field sales executive in the process. - List the various daily, weekly, monthly operations/activities that take place at the site under a field sales executive.	- Evaluate the role of a field sales executive by visiting a work site and interacting with colleagues and seniors. - Analyse the requirements of the course and prepare as per the pre-requisites of the course.
Classroom Aids:	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
Documents of standard operating procedures, code of conduct, checklists, schedules, tools and equipment, status report, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

Module 6: Interact with Retailers
Mapped to TEL/N0216

Terminal Outcomes:

- Plan and visit retailers to achieve sales targets

Duration: _24:00_	Duration: _77:00_
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- State the importance of personal grooming and hygiene. - Explain importance of maintaining query log, feedback and referrals of customers. - Highlight features, strengths and benefits of the products and latest schemes/offers applicable for retailers. - Discuss some open ended and close ended questions ask customers. - Evaluate strategies to reach/meet/influence the most retailers possible and generate sales leads. - Describe the different types of merchandising products and services offered by the organization. - State the importance of creating brand visibility at a retailer's outlet. - Explain how to monitor retailer card/register for secondary/tertiary sales data. - Distinguish between different types of selling such as line selling and range selling. - Explain know your customer (KYC) guidelines and norms as per Telecom Regulatory Authority of India (TRAI). - Describe the importance of continuously motivating the retailers for achieving high sales targets. - Analyse latest trends and sales strategies trending in the market. - Enquire about the product needs of the retailers and analyse their outlets. - List the considerate factors to categorize customers for follow ups.	- Analyse sales target received from territory sales manager. - Use effective ways of communication with superiors to achieve sales targets. - Inspect stock and merchandise and report any damages/anomalies to the authorities. - Check Business Health Report (BHR) of retailers created as per the standards formatsor organizational system software to analyse their sales and growth. - Assist the retailer in filling plan details, customer details and other required documents. - Follow pre-defined routes and beat plan while going into the field. - Calculate month till date (MTD) sales by applying basic arithmetic and numeric calculations. - Demonstrate recording customers' documents details after checking TAG availability. - Perform steps to compile daily reports along with the unresolved concerns for validation by Territory Sales Manager (TSM). - Describe different payment collection methods to the retailers.
Classroom Aids:	
Laptop, white board, marker, projector	

Tools, Equipment and Other Requirements

Product manuals, customer registration form, customer feedback form, merchandises, sales record book

Laptop with software such as MS Office and CRM

Laptop, white board marker, projector

Protective Equipment: Fire Drill Accessories, first aid kit, different types of fire extinguisher. Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter

Module 7: Expand the Retailer Base
Mapped to TEL/N0217

Terminal Outcomes:

- Plan activities to increase the retailer base and width of distribution

Duration: *28:00*	Duration: *56:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the outlet selection guidelines for identifying new retail outlets to promote products. - Explain the sales value proposition and associated processes to the retail outlet's owner. - List the steps of calculating return on investment (ROI) as typically advised by the Telecom industry's sales sub-sector. - State the importance of communicating and complying with merchandising/ visibility norms at a retailer's outlet. - State the various procedures and guidelines for mobile number activation process, along with KYC norms and TRAI guidelines. - Explain the enrolment formalities for the different products/services. - List all the relevant documents required for the mobile number activation. - Discuss some common retailers' complaints and their solutions.	- Communicate effectively and follow business customs and etiquette while interacting with the owners of retail outlets. - Calculate return on investment (ROI) for retailers. - Highlight various features and processes of different products/services vis-à-vis competitor's products. - Use various merchandising elements to display the product at the retailer outlet. - Illustrate the correct method to activate a customer's a mobile number using a mobile handset. - Verify the retailer enrolment form to rectify any discrepancy. - Describe the functioning of SIM card by giving demo.
Classroom Aids:	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
Sample customer enrolment form, demo SIM card, product manuals, customer registration form, customer feedback form, merchandises, sales record book Laptop with software such as MS Office and CRM Laptop, white board marker, projector Protective Equipment: Fire Drill Accessories, first aid kit, different types of fire extinguisher. Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

Module 8: Sell broadband subscriptions
Mapped to TEL/N0218

Terminal Outcomes:

- Plan for selling broadband subscriptions

Duration: _28:00_	Duration: _38:00_
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Identify customer requirements and analyse their needs - Describe the importance of selecting suitable sales strategies as per the requirement/context. - Explain the need and impact of effective communication/interaction with the customers. - Present the USPs, strengths and feature advantage benefits (FAB) of the products. - State the importance all promotional methods such as brochures, social media, hoardings etc. to create product awareness. - Explain different financial options for payments. - Discuss reasons for compliance/technical issues in CEFs with the retailers. - List the important factors to identify high profile customers.	- Procure and analyse manufacturer and organization data. - Develop sales plan after analysing market/ geographical data to achieve salestarget. - Visit the target area and customers as per the pre-defined plan. - Visit the retailer outlet to collect Customer Enrolment Forms (CEF). - Exhibit the steps to assist customer/s in selecting the best plans and resolve any objections raised to ensure their satisfaction. - Use different techniques to identify usage pattern and needs.
Classroom Aids:	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
Sample customer enrolment form, demo SIM card, product manuals, customer registration form, customer feedback form, merchandises, sales record book	

Laptop with software such as MS Office and CRM

Laptop, white board marker, projector

Protective Equipment: Fire Drill Accessories, first aid kit, different types of fire extinguisher.
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter

Module 9: Organise Work and Resources as Per Health and Safety Standards
Mapped to TEL/N9101

Terminal Outcomes:

- Optimize resources, work efficiently and adhere to safety standards

Duration: *16:00*	Duration: *32:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the importance of following the standard operating procedures of the company w.r.t. privacy, confidentiality and security - Explain how to develop skills and expertise in the job role - List the key performance indicators for the new tasks - Discuss correct way to show emotions at workplace - Identify the issues with and handle them - Describe the importance of timely completion of tasks - Explain the importance of escalation matrix - Explain the importance of providing and receiving feedback constructively - Identify different types of hazards such as illnesses, accidents, fires, etc. - List the causes of risks and potential hazards in a work area and the ways to prevent them - List the steps to report accident and health related issues as per SOP - Explain the importance of maintaining proper posture at work, especially when handling heavy and hazardous materials - Analyse ways to optimise usage of resources - Discuss how to optimise the use of electrical equipment and appliances to ensure that they conform to safety and resource conservation norms - List the importance, cause and effect of greening of jobs - Explain the concept of waste management - List the methods of waste disposal - Identify the different categories of waste for the purpose of segregation	- Demonstrate techniques to save on cost and time - Demonstrate routine cleaning of tools, equipment and machines to ensure team follows the same practices - Use resources such as water judiciously - Perform basic steps to check for malfunctions in equipment and report as per SOP - Report any breaches in safety and security to the concerned person - Illustrate ways to keep work area clean such as mopping spills and leaks, cleaning grease stains, etc. - Perform basic steps to check for spills and leaks and plug the same - Demonstrate segregation of different types of hazardous waste - Illustrate steps to minimise waste - Illustrate proper waste disposal procedures and how to dispose-off hazardous waste - Illustrate ways to find exact cause of a problem and validate the same in case done by a team member - Illustrate steps how to practice social distancing at workplace

- Differentiate between recyclable and non-recyclable waste
- List electronic waste disposal procedures
- List the common sources of pollution and the ways to minimize it
- Explain various hygiene and sanitation regulations
- List different methods of cleaning, disinfection, sterilization and sanitization
- Discuss signs of stress and anxiety

Classroom Aids:

White board/ black board marker / chalk, duster, computer or laptop attached to LCD projector

Tools, Equipment and Other Requirements

Personal Protection Equipment: safety glasses, head protection, rubber gloves, safety footwear, warning signs and tapes, fire extinguisher and first aid kit

Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter

Module 10: Communication and Interpersonal Skills
Mapped to TEL/N9102

Terminal Outcomes:

- Interact effectively with others while being sensitive towards gender and persons with disabilities

Duration: *16:00*	Duration: *32:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List the roles and responsibilities and understand organisation policies - Discuss the organisational guidelines for dress code, time schedules, language and other soft skill aspects - Discuss the importance of reporting unforeseen disruptions or delays - Explain how to give and receive feedback in a constructive way - List the different methods of communication - Explain the importance of effective communication and interpersonal skills - Discuss how to listen attentively and respond appropriately - Describe the common reasons for interpersonal conflicts and ways of managing them effectively - List the different types of information needed by colleagues and their importance - Discuss the importance of implementing standards, guidelines and practices pertaining to gender sensitivity, including work ethics and workplace etiquette - Discuss about the different types of disabilities along with their respective issues - Explain work ethics, workplace etiquette as well as standards and guidelines for all genders and PwD - List health and safety requirements for persons with disability - Describe the rights, duties and benefits available at workplace for persons with disability - Explain the process of recruiting people with disability for a specific job - Discuss the specific ways to help persons with disability overcome the challenges	- Demonstrate how to interact with superiors in terms of escalating problems, reporting work completion and receiving feedback - Apply team building skills to assist colleagues in maximizing effectiveness and efficiency of carrying out tasks - Demonstrate appropriate communication skills and etiquette while interacting with others - Resolve conflicts with colleagues and adhere to commitment - Demonstrate ideal workplace ethics while interacting with colleagues with respect to sharing information, coordinating work and showing respect - Follow organisation's policy for working with team members - Illustrate importance of team goals over individual goals - Use inclusive language irrespective of the gender/ disability of the person - Demonstrate appropriate behaviour towards all genders and differently abled people

Classroom Aids:

White board/ black board marker / chalk, duster, computer or laptop attached to LCD projector

Tools, Equipment and Other Requirements

Sample of escalation matrix, organisation structure.

Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter

Mandatory Duration: *00:00*	**Recommended Duration**: *120:00*
Location: On-Site	
Terminal Outcomes	

1. Study sales target.

2. Communicate with superiors to achieve sales targets.

3. Examine stock and merchandise and report any damages/anomalies to the authorities.

4. Support the retailers in filling plan details, customer details and other required documents.

5. Adhere to pre-defined routes and beat plan.

6. Compute month till date (MTD) sales.

7. Record customers' documents details.

8. Collect daily reports along with the unresolved concerns.

9. Identify the payment collection methods to the retailers.

10. Work as per business customs and etiquette while interacting with retailers.

11. Estimate return on investment (ROI) for retailers.

12. Emphasize on features and processes of different products/services.

13. Apply various merchandising elements to display the product at the retailer outlet.

14. Demonstrate the correct method to activate a customer's mobile number using a mobile handset.

15. Obtain manufacturer and organization data.

16. Build a sales plan after analyzing market/geographical data to achieve sales targets.

17. Plan to visit the target area and customers as per the pre-defined plan.

18. Plan to visit the retail outlet to collect Customer Enrolment Forms (CEF).

19. Assist customer/s in selecting the best plans.

20. Resolve any objections raised to ensure their satisfaction.

21. Apply different techniques to identify usage patterns and needs.

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Graduate	Any Stream	1	Telecom/Retail	0	NA	Eligible for ToT Program

Trainer Certification		
Domain Certification	**Platform Certification**	**Disability specific Top Uptraining**
Job Role: "Field Sales Executive Level 3" "TEL/Q0200 v2.0", Minimum accepted score is 80%	Job Role: "Trainer", "MEP/Q2601 v1.0", Minimum accepted score is 80%	The Inclusive Trainer should be certified in Disability Specific Top Up Training/ PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. A Diploma in Computer Education (Visual Impairment)-D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred. Minimum 1 year's training experience is mandatory for training Persons with Blindness.
		Trainer should have necessary technical knowledge, skill and competencies to teach different features of technology with the help of screen reading software such as Talkback to end users. The Inclusive Trainer is expected to have patience, empathy and compassion, sensitivity, strong communication and interpersonal skills, ability to measure and assess the individual needs of Persons with Low Vision.

Assessor Requirements

Assessor Pre-requisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Graduate	Any Stream	1	Telecom/Retail	0	NA	Eligible for ToA Program

Assessor Certification		
Domain Certification	**Platform Certification**	**Disability specific Top Up training**
Job Role: "Field Sales Executive Level 3", "TEL/Q0200" v2.0, Minimum accepted score is 80%	Job Role: "Assessor", "MEP/Q2701", Minimum accepted score is 80%	The Inclusive Assessor should be certified in Disability Specific Top Up Training conductedby SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

Assessment Strategy

1. Assessment System Overview:

    *   Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
    *   Assessment agencies send the assessment confirmation to VTP/TC looping SSC
    *   Assessment agency deploys the ToA certified Assessor for executing the assessment
    *   SSC monitors the assessment process & records

2. Testing Environment:

    *   Confirm that the centre is available at the same address as mentioned on SDMS or SIP.
    *   Check the duration of the training.
    *   Check the Assessment Start time and End time to be as 10 a.m. and 5 p.m. respectively.
    *   If the batch size is more than 30, then there should be 2 Assessors.
    *   Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
    *   Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
    *   Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
    *   Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

    *   Question papers are created by the Subject Matter Experts (SME).
    *   Question papers created by the SME are verified by the other subject Matter Experts.
    *   Questions are mapped with NOS and PC.
    *   Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled personnel, supervisor & higher management.
    *   Assessor must be ToA certified & trainer must be ToT Certified.
    *   Assessment agency must follow the assessment guidelines to conduct the assessment.

4. Types of evidence or evidence-gathering protocol:
    *   Time-stamped & geotagged reporting of the assessor from assessment location
    *   Centre photographs with signboards and scheme specific branding
    *   Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
    *   Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:
    *   Surprise visit to the assessment location
    *   Random audit of the batch
    *   Random audit of any candidate

6. Method for assessment documentation, archiving, and access
    *   Hard copies of the documents are stored.
    *   Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage.
    *   Soft copies of the documents & photographs of the assessment are stored in the Hard Drives.

Guidelines for Trainer

Accommodation Guideline recommended for Inclusive

Trainers Persons with Low Vision (Visual Impairment)

Characteristics

- The learning happens through non-visual modes mostly by touch; hence it is recommended to use real, concretematerials.
- Listening will include greater use of detailed and descriptive instructions.
- Training which relates to understanding of smell and taste real & concrete material should be used e.g. job roleof pickle-making technician may include training on smell and taste.

Guidelines for Trainers

- Low Vision assessment is recommended before training Persons with Low Vision. Low Vision assessment helpsto assess the right training requirements for a Person with Low Vision.
  Please note: Low Vision assessment is different from a clinical eye exam. While the clinical procedure focuses on diagnoses and management of the eye disease, the priority in Low Vision assessment is to enable an individual to utilize his or her residual vision to its maximum potential. After the assessment, the person will be clear about the devices (optical or non-optical) that will work the best for her/him. The assessment can be donefrom any centre that is designated for Low Vision assessment.
- Facilitate the use of existing visual skills wherever/whenever you can by making the candidate sit closer to theboard.
- There should be appropriate lighting and contrast colors in the work area.
- Reserve a seat in the front row of the classroom (or, closer to the teacher).
- Keep the passages and available open spaces in the classroom clear.
- When speaking with the student specifically, address her/him by name.
- Modify/adapt assignments.
- Use educational aids like talking books, tape-recorders, use of color, contrast and texture.
- Minimize noise so that students can hear you speak.
- When speaking, face the class.
- If you feel the student is not attentive, touch her/ him on the shoulder or arm to draw attention; this also helpsin indicating to the student that you are including her/him in your instructions and discussions.
- Provide large print versions when needed so that the student can follow the classroom's text-based teachingand lessons along with the sighted peers.

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do **upon the completion of the training**.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do **upon the completion of a module.** A set of terminal outcomes help to achieve the training outcome.
TRAI	Telecom Regulatory Authority of India

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
SOP	Standard Operating Procedures
USP	Unique Selling Proposition
PPE	Personal Protective Equipment
TRAI	Telecom Regulatory Authority of India
PwD	Persons with Disabilities
FAB	Feature Advantage Benefits
KYC	Know Your Customer
TSM	Territory Sales Manager
TAG	Technical Activity Guide