



Model Curriculum

QP Name: In-Store Promoter (Divyangjan)

QP Code: PWD/TEL/Q2101

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
Dwarka New Delhi –
110075**



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Training Parameters

Sector	Telecom
Sub-Sector	Handset
Occupation	Sales and Distribution – Handset Segment
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5242.0401
Minimum Educational Qualification & Experience	<p>10th Grade pass OR Grade 9 with one year of experience OR Grade 8 with two year of (NTC/ NAC) after 8 th OR 8th grade pass with 2 year relevant Experience OR Grade 8 pass and pursuing continuous schooling in regular school with vocational subject OR 5th grade pass with 5 year relevant Experience OR Previous relevant Qualification of NSQF Level 2 with 1 year relevant Experience OR 8th Grade pass with no experience /In addition to Notional hours OJT/internship of 8 months</p> <p>5th grade pass with no experience / In addition to Notional hours OJT/internship of 20 months</p> <p>Previous relevant Qualification of NSQF Level 2 with no Experience / In addition to Notional hours OJT/internship of 4 months</p> <p>Minimum Job Entry Age: 18 years</p>

Pre-Requisite License or Training	NA
Minimum Job Entry Age	15 Years
Last Reviewed On	30/12/2021
Next Review Date	31/01/2024
NSQC Approval Date	31/01/2023
Version	2.0
Model Curriculum Creation Date	30/12/2021
Model Curriculum Valid Up to Date	31/01/2024
Model Curriculum Version	1.0
Minimum Duration of the Course	450 Hours, 0 Minutes
Maximum Duration of the Course	570 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.

- Perform sales related activities at the store/showroom.
- Sell Telecom Products and Services to Customers.
- Organize work and resources as per health and safety standards.
- Inclusive communication, interpersonal skills, and sensitization towards gender and persons with disability (PwD).

Compulsory Modules

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

NOS and Module Details	Theor y Duration	Practic al Duration	On-the-Job Training Duration (Mandator y)	On-the-Job Training Duration (Recommend ed)	Total Durati on
Bridge Module (PwD)	27:00	63:00	00:00	00:00	90:00
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
TEL/N2108 – Perform Sales related Activities at the Store/Showroom NOS Version No. 1.0NSQF Level 4	50:00	30:00 +40:00	00:00	60:00	120:00
Module 4: Role and Responsibilities of an In-Store Promoter	04:00	00:00	00:00	00:00	04:00
Module 5: Perform Sales related Activities	46:00	30:00 +40:00	00:00	60:00	86:00



TEL/N2109 – Sell Telecom Products and Services to Customers NOS Version No. 1.0NSQF Level 4	30:00	30:00 +30:00	00:00	60:00	90:00
Module 6: Sell Products and Services	30:00	30:00 +30:00	00:00	60:00	90:00

TEL/N9101 – Organize work and resources as per health and safety standards NOS Version No. 1.0 NSQF Level 4	23:00	27:00 +10:00	00:00	00:00	60:00
Module 7: Plan Work Effectively, Optimize Resources and Implement Safety Practices	23:00	27:00 +10:00	00:00	00:00	60:00
TEL/N9102 – Interact Effectively with Team Members and Customers NOS Version No. 1.0 NSQF Level 4	20:00	30:00 +10:00	00:00	00:00	60:00
Module 10: Communication and interpersonal skills	20:00	30:00 +10:00	00:00	00:00	60:00
Employability Skills	30:00	00:00	00:00	00:00	30:00
Introduction to Employability Skills	01:00	0:00	0:00	0:00	01:00
Constitutional values – Citizenship	01:00	0:00	0:00	0:00	01:00
Becoming a Professional in the 21st Century	01:00	0:00	0:00	0:00	01:00
Basic English Skills	02:00	0:00	0:00	0:00	02:00
Career Development & Goal Setting	04:00	0:00	0:00	0:00	04:00
Communication Skills	01:00	0:00	0:00	0:00	01:00
Diversity & Inclusion	04:00	0:00	0:00	0:00	04:00
Financial and Legal Literacy	03:00	0:00	0:00	0:00	03:00
Essential Digital Skills	07:00	0:00	0:00	0:00	07:00
Entrepreneurship	04:00	0:00	0:00	0:00	04:00
Customer Service	02:00	0:00	0:00	0:00	02:00
Total Duration	180:00	270:00	00:00	120:00	570:00

Module Details

Module 1: Use of Smartphone

Mapped to: Bridge Module

Terminal Outcomes:

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

Duration: 03:00	Duration: 21:00
Theory: Key Learning Outcomes	Practical: Key Learning Outcomes
<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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	
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 2: 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
<ul style="list-style-type: none"> • Identify and write Alphabet 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 for example instructions related to direction, safety, date and time etc. (vocabulary: stop, close the door). • Differentiate between Spoken and 	<ul style="list-style-type: none"> • 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.

<p>Written English.</p>	<ul style="list-style-type: none"> • Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).
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Classroom Aids

Laptop, Computer, OCR Scanner, Screen readers, Digital/Handheld Magnifiers

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)

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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • 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: Role and Responsibilities of an In-Store Promoter Mapped with TEL/N2108

Terminal Outcomes:

- Explain the job role of an In-Store Promoter.

Duration: 04:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the role and responsibilities of In-Store Promoter. • Identify the various electrical and electronic components and their functionalities. • Explain sales related activities at the store/showroom. • Identify the customer requirements w.r.t brand/price restrictions/specifications. • Discuss ways to sell products to the customers. • State any precautions or handling specifications about the product to the customer. • Discuss the safety, health and environmental policies and regulations for the workplace as well as for telecom sites in general. 	
Classroom Aids:	
Laptop, white board, marker, projector	
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)	

Module 5: Perform Sales related Activities Mapped to TEL/N2108 v1.0

Terminal Outcomes:

- Perform counter management activities.
- Discuss how to implement effective promotional and selling techniques.
- Create and maintain a sample report.

Duration: 46:00	Duration: 70:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the appropriate dress code as per grooming guidelines of the store/brand or manufacturer. • State the importance of cleanliness and appearance of the counter/display stand to attract customers • Explain how to display merchandise, brochures, leaflets etc. to draw customer’s attention. • State the process of collecting sales target from the store manager. • Outline the organisational procedures for opening sales call and converting into positive lead. • Discuss typical customer profiles for telecom products/brands. • Explain various ways/strategies to offer different range of products to walk-in customers especially OTT platforms services/offers. • Discuss typical customer queries, doubts and objections on telecom products and services. • Discuss the importance of maintaining query resolutions for solving customer’s problems. • Explain typical selling and buying process of various telecom products at store/showroom. • Discuss the importance of maintaining sales reports by tracking number of units, models, product value at regular interval of 	<ul style="list-style-type: none"> • Demonstrate how to monitor stocks and replenish item as per market demand. • Create a checklist of steps of pre-buying formalities for customer’s hassle-free experience. • Employ ways to gather sales data to upsell/cross sell associated products and accessories like add-on SIM cards, Over-the-Top (OTT) services, etc. • Prepare a sample report on daily target versus achievement. • Perform steps to review sale targets versus achievement with the store manager. • Perform submission of sample stock requirement reports to the store manager, whenever necessary. • Perform product demonstration and sales process as per the given brand’s/company’s standard. • Perform steps to complete billing and delivery process. • Calculate the monthly sales and performance targets. • Demonstrate use of basic mathematical calculations.

time.

- List various Internet of Things (IoT) devices such as sensors, detectors along with environmental and wearable smart systems.

<ul style="list-style-type: none"> • Discuss various visual merchandizing and display norms of telecom products as per store/showroom. • Evaluate the features, benefits and product in competition with their pricing to achieve sales target. • Explain various selling techniques and processes such as billing and delivery. • Discuss how to perform data analysis for understanding trends. 	
<p>Classroom Aids:</p>	
<p>Whiteboard and markers, chart paper and sketch pens, LCD Projector and Laptop for presentations.</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Customer enquiry form, Product manuals/Pamphlets, brochures, Service Manual/ User Manuals, Customer Registration, Program Authentication Form, Customer Feedback form, 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)</p>	

Module 6: Sell Products and Services
Mapped to TEL/N2109 v2.0

Terminal Outcomes:

- Discuss how to identify customer needs to be able offer a suitable product.
- Perform sample sale closures.
- Provide sample customer care services.

Duration: 30:00	Duration: 60:00
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Describe different products, models, their variants and associated services while focusing on Features, Advantages and Benefits (FAB) of the product/service. • Discuss how to apply effective sales technique/approaches. • Explain how to describe product features and benefits to customers • Explain the precautions or handling specifications about the telecom products or services. • Describe the add-on plans for required services such as OTT subscriptions and offers. • List the complementary products or services. • List the various wearable telecom devices such as smart watches, smart glasses etc. • Explain in detail about warranty terms including ways to avail extended warranty. • State the Annual Maintenance Contracts (AMC) provided by a store or showroom. • Discuss how to encourage to customers for purchases. • Discuss how to provide price details after confirmation of the product. • Describe the process of escalating customer objections to the manager for further action. • Discuss how to handle complete Know Your Customer (KYC) process. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate how to attend to walk-in customers using appropriate etiquette and manners. • Demonstrate the body language and gestures that make customers feel uncomfortable and unwelcomed. • Employ proper questioning techniques to find out about customer requirements. • Demonstrate physical or technical features and prepositions of different telecom products. • Demonstrate the process how to assist the customer through the final billing and delivery process. • Demonstrate how to resolve customer queries regarding postpaid/pre-paid bill plan. • Demonstrate how to help customers in payment of postpaid bills or recharge of pre-paid SIM cards.

- Explain how to take customer consent for feedback w.r.t the buying experience and brand/product.

- Discuss how to guide customers for activation of SIM cards/dongles/Wi-Fi hotspot devices.
- Discuss how to guide customers to change or reactivate their broadband plan and other services.
- Discuss how to port mobile number from one operator to another.
- Differentiate between the types of broadband, post-paid and pre-paid plans, OTT platform etc.
- Explain the importance of customer awareness on safety and handling of products and services.
- Explain the typical customer profiles.
- State the typical line of business and product offerings in the telecom sector for in-store products.
- Differentiate between the types of customer and the after-sale support provided to customers.
- State different models of after sale support typically provided by companies in the telecom sector.

Classroom Aids:

Whiteboard and markers, chart paper and sketch pens, LCD Projector and Laptop for presentations.

Tools, Equipment and Other Requirements

Service Manual/ User Manuals, Customer Registration, Program Authentication Form, Customer Feedback form, 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 7: Plan Work Effectively, Optimize Resources and Implement Safety Practices

Mapped to TEL/N9101 v2.0

Terminal Outcomes:

- Explain how to plan work effectively, implement safety practices and optimise use of resources.

Duration: 20:00	Duration: 37:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the recent skills and technologies prevalent in the telecom industry. • Discuss the commonly occurring problems with their causes and solutions. • State the importance of keeping the workplace clean, safe and tidy. • List different types of hazards and the procedure to report it to the supervisor. • List the precautionary steps one needs to follow while handling hazardous materials. • State the importance of participating in fire drills and other safety workshops. • Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol-based hand sanitizers. • List the different methods of cleaning, disinfection, sanitization, etc. • Discuss the importance of self-quarantine or self-isolation. • Explain the path of disease transmission. • Discuss organizational hygiene and sanitation guidelines and ways of reporting breaches/gaps, if any. • Explain the ways to optimize usage of resources. • Discuss various methods of waste management and disposal. • List the different categories of 	<ul style="list-style-type: none"> • Prepare a time schedule to complete the tasks on the given time. • Demonstrate the use of safety equipments such as goggles, gloves, ear plugs, shoes, etc. • Demonstrate the correct postures while working and handling hazardous materials at the workplace. • Demonstrate how to evacuate the workplace in case of an emergency. • Show how to sanitize and disinfect one's work area regularly. • Demonstrate the correct way of washing hands using soap and water. • Demonstrate the correct way of sanitizing hands using alcohol-based hand rubs. • Display the correct way of wearing and removing PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Demonstrate warning labels, symbols and other related signages. • Perform basic checks to identify any spills and leaks and that need to be plugged /Stopped. • Demonstrate different disposal techniques depending upon different types of waste. • Employ different ways to clean and check if equipment/machines are

waste for the purpose of segregation.

- Differentiate between recyclable and non-recyclable waste.
- State the importance of using appropriate color dustbins for different types of waste.
- Discuss the common sources of pollution and ways to minimize it.

functioning as per requirements and report malfunctioning, if observed.

- Demonstrate ways for efficient utilization of material and water.

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)

Module 8: Communication and interpersonal skills

Mapped to TEL/N9102 2.0

Terminal Outcomes:

- Discuss how to communicate effectively and develop interpersonal skills
- Explain the importance of developing sensitivity towards differently abled people

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of following the standard operating procedures of the company w.r.t priority, confidentiality and security. • Explain the standard procedure of communication and escalations of issues at the workplace. • Discuss the importance of timely rectification of issues. • State the importance of coordinating and resolving conflicts with the team members to achieve smooth workflow. • Discuss about the different types of disabilities with their respective issues. • List health and safety requirements for persons with disability. • Describe the rights, duties and benefits available at workplace for person with disability. • Explain the process of recruiting people with disability for a specific job. • Discuss the specific ways to help people with disability to overcome the challenges. 	<ul style="list-style-type: none"> • Use different modes of communication as per requirement and need. • Prepare a sample report of the commonly occurring errors and their solutions. • Demonstrate the use of gender and PwD (Person with Disability) inclusive language. • Prepare a list of institutes and government schemes that help PwD in overcoming challenges. • Demonstrate the ideal behaviour with a PwD in an organization.
Classroom Aids	
Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations	
Tools, Equipment and Other Requirements	
Sample of escalation matrix, organization structure, Optical Character Recognition (OCR), ClearView+ 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 9: On-the-Job Training
Mapped to In-Store Promoter

Mandatory Duration: 00:00	Recommended Duration: 120:00
Location: On-Site	
Terminal Outcomes	
<ol style="list-style-type: none"> 1. Monitor stocks and identify items to be replenished as per market demand. 2. Plan and make a checklist for pre-buying customer formalities. 3. Collate sales data to upsell/cross sell products and accessories. 4. Record all date as per the prescribed report format for targets. 5. Demonstrate the functionalities of a product and the sales process as per the given brand's/company's SOP. 6. Ensure that all billing and delivery process are complete on a regular basis or daily, as specified by the organization. 7. Demonstrate how to identify monthly sales and performance targets as given by the supervisor. 8. Attend walk-in customers as per the appropriate etiquette and behaviour. 9. Use appropriate verbal and non-verbal communication techniques while interacting with customers. 10. Use proper questioning techniques to enquire customer requirements. 11. Assist customers for final billing and delivery process. 12. Resolve customer queries and complaints related to postpaid/pre-paid bill plan. 13. Advise or guide customers in payment of postpaid bills or recharge of pre-paid SIM cards. 	

DGT/VSQ/N0101 Employability Skills 30 hours

Mapped to DGT/VSQ/N0101, V1.0

Terminal Outcomes:

- introduction to employability skills
- constitutional values - citizenship
- becoming a professional in the 21st century
- basic english skills
- career development & goal setting
- communication skills
- diversity & inclusion
- financial and legal literacy
- essential digital skills
- entrepreneurship
- customer service
- getting ready for apprenticeship & jobs

Duration: 30:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • discuss employability skills required for jobs in various industries • explain ways to explore learning and employability portals • discuss the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc. • explain the significance of 21st Century Skills for employment • explain how to read and understand routine information, notes, instructions, mails, letters etc. written in English • list the difference between job and career • communicate and behave appropriately with all genders and PwD • discuss how to escalate any issues related to sexual harassment at workplace according to POSH Act • list common components of salary and 	<ul style="list-style-type: none"> • demonstrate how to follow environmentally sustainable practices • roleplay 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 continuous learning etc. in personal and professional life • practice the use basic English for everyday conversation in different contexts, in person and over the telephone • write short messages, notes, letters, emails etc. in English • prepare a sample career development plan with short- and long-term goals, based on aptitude

	<p>compute income, expenses, taxes, investments etc</p> <ul style="list-style-type: none"> • discuss relevant rights and laws and use legal aids to fight against legal exploitation • identify and list different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research • identify and list sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity • explain how to identify different types of customers • identify and list apprenticeship opportunities and register for it as per guidelines and requirements 	<ul style="list-style-type: none"> • practice following verbal and nonverbal communication etiquette and active listening techniques in various settings • roleplay how to work collaboratively with others in a team • roleplay how to escalate any issues related to sexual harassment at workplace according to POSH Act • show how to select financial institutions, products and services as per requirement • practice how to carry out offline and online financial transactions, safely and securely • operate digital devices and carry out basic internet operations securely and safely • demonstrate the use of e- mail and social media platforms and virtual collaboration tools to work effectively • practice the use of basic features of word processor, spreadsheets, and presentations • develop a sample business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion • roleplay how to respond to customer requests and needs in a professional manner • show how to follow appropriate hygiene and grooming standards • create a sample professional Curriculum vitae (Résumé) • practice how to search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals,
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		<p>respectively</p> <ul style="list-style-type: none"> • show how to apply to identified job openings using offline /online methods as per requirement • demonstrate how to answer questions politely, with clarity and confidence, during recruitment and selection 	
Classroom Aids:			
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster			
Tools, Equipment and Other Requirements			
PPE, Basic Stationary, digital devices as per the requirement.			

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 Up training

<p>Job Role: “In-Store Promoter” “TEL/Q2101v2.0”, Minimum accepted score is 80%</p>	<p>Job Role: “Trainer”,(VET & Skills) “MEP/Q2601” v2.0, Minimum accepted score is 80%</p>	<p>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. The Inclusive Trainer should be certified in Disability Specific Top Up on Visual Impairment 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.</p>
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Assessor Requirements

Assessor 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 ToA Program

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Job Role: "In-Store Promoter" "TEL/Q2101 v2.0", Minimum accepted score is 80%	Job Role: "Assessor"(VET & Skills) "MEP/Q2701" v2.0, Minimum accepted score is 80%	The Inclusive Trainer should be certified in Disability Specific Top Uptraining PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

Assessment Strategy

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS. examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each.
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on these criteria.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Guidelines for Trainer

Persons with Low Vision

Characteristics

- Students with physical disabilities may experience limitations in one of the following ways:
- The learning happens through non-visual modes mostly by touch; hence it is recommended to use real, concrete materials.
- 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 role of 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 helps to 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 done from any center 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 the board.
- 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 student 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 helps in 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 teaching and lessons along with the sighted peers.

References

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.

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
SLA	Service Level Agreement