National Skills Qualifications Framework
NSQF Level 1 (Class IX)
Sector: Telecommunication
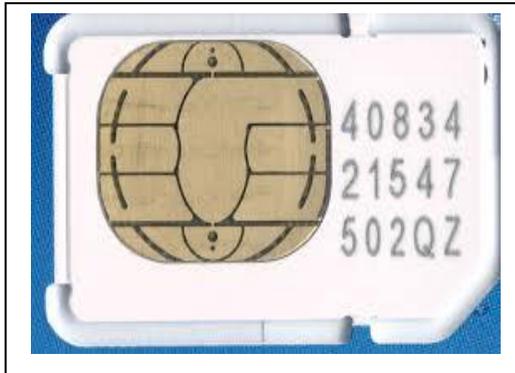
PSS Central Institute of Vocational Education, Bhopal
(a constituent unit of NCERT, an autonomous organization under Ministry of Human Resource Development, Government of India)

Contents

Introduction

The National Vocational Education Qualifications Framework (NVEQF) developed by the Ministry of Human Resource Development (MHRD), Government of India is a descriptive framework that provides a common reference for linking various qualifications. It is used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

The NVEQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

The Unit of competency or National Occupation Standards comprising generic and technical competencies an employee should possess is laid down by the Sector Skill Council of the respective economic or social sector. Competency is defined in terms of what a person is required to do (performance), under what conditions it is done (conditions) and how well it is to be done (standards). It can be broadly categorized into foundational, practical and reflexive competencies.

Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes and its rules and regulations. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NVEQF has been issued by the MHRD. For more details on the NVEQF, please visit the website of MHRD at www.mhrd.gov.in.

The term "curriculum" (plural: curricula or curriculums) is derived from the Latin word for "race course", referring to the course of deeds and experiences through which children grow to become mature adults. A competency based curriculum describes what learners must "know" and "be able to do" by the end of a programme or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead to the learner to mastery of the targeted learning outcome. The **competency based curriculum** is broken down into coherent parts known as Units. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

The NVEQF is subsumed in National Skills Qualifications Framework (NSQF) with effect from 27.12.2013.

About the Sector

Major sectors of the Indian telecommunication industry are telephony (includes mobile telephony), internet (includes broadband data) and television broadcasting. India's telecommunication network is the second largest in the world based on the total number of telephone users (both fixed and mobile phone). The Telecom sector in the country, which is in an ongoing process of transforming into next generation network, employs an extensive system of modern network elements such as digital telephone exchanges, mobile switching centres, media gateways and signalling gateways at the core, interconnected by a wide variety of transmission systems using fibre-optics or Microwave radio relay networks. The access network, which connects the subscriber to the core, is highly diversified with different copper-pair, optic-fibre and wireless technologies. Direct to Home (DTH), a relatively new broadcasting technology has attained significant popularity in the Television segment. The introduction of private FM has given a fillip to the radio broadcasting in India. Telecommunication in India has greatly been supported by the INSAT system of the country, one of the largest domestic satellite systems in the world. India possesses a diversified communications system, which links all parts of the country by telephone, Internet, radio, television and satellite.

India's telecom sector underwent a high pace of market liberalisation and growth since the 1990s and now has become the world's most competitive and one of the fastest growing telecom markets. The Industry has grown over twenty times in just ten years, from under 37 million subscribers in the year 2001 to over 846 million subscribers in the year 2011. India has the world's second-largest mobile phone user base with over 929.37 million users as of May 2012. It has the world's third-largest Internet user-base with over 137 million as of June 2012.

Telecommunication has supported the socioeconomic development of India and has played a significant role to narrow down the rural-urban digital divide to some extent. It also has helped to increase the transparency of governance with the introduction of e-governance in India. The government has pragmatically used modern telecommunication facilities to deliver mass education programmes for the rural folk of India. The tremendous user demand led growth of the telecom sector has created enormous prospect for job growth in the country. Some of the Job Roles in the sector which are suitable for entry level job seekers are: customer care executive (at the call centre, relationship centre, repair centre), in-store promoter, field sales executive, etc. at the sales and customer care segments. In the manufacturing segment job prospects are in application/product development, application testing, system administration, network planning, data networking, BSS engineering, mobile repairing, mobile application development and value-added services, etc.

Field Sales Executive (FSE) in Telecom industry is known as Distributor Sales Executive (DSE) or Distributor Sales Representative (DSR). Individual at this job visits retail outlets to deliver prepaid telecom products/services to retailers, as per daily Route/Beat Plan. He/she is also responsible to achieve monthly revenue target, increase width and depth of distribution, adhere to process compliance for new customer enrolment, maintain relation with distributors and retailers to continue reliability, forecast the sales, organize sales campaigns and increase customer base. This job role requires the individual to be smart & presentable as per organizational grooming guidelines. He/she should be fluent in regional language and willing to work for long hours with enthusiasm. Individuals can explore job opportunities in telecom industry as field sales executive in sales and marketing division of telecom service providers, telecom equipment manufacturers, telecom enterprises, advertising service companies, etc.

Objectives of the Course

Upon completion of this course, you will be able to:

- Demonstrate the knowledge of modern computers and their parts and peripherals
- Communicate effectively at workplace
- Describe the use of various operating systems and software
- Demonstrate the knowledge of health, safety and security issues and follow best practices
- Explain the various terms used in telecommunication
- Describe the role and applications of telecommunication
- Demonstrate the knowledge of telecommunication service regulations and role and functions of Telecom Regulatory Authority of India
- Develop product knowledge by accessing relevant sources of information.
- Demonstrate knowledge of customer buying behaviour
- Demonstrate the knowledge of selling products

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Competency Based Curriculum

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Sector: Telecommunication
Job Role: Field Sales Executive

Course Structure: This course (vocational qualification package) is a planned sequence of instructions consisting of the following 05 modules called as Units.

		Course Structure		
S. No.	**Unit Code**	**Unit Title**	**No. of Notional Learning Hours**	**Pre-requisite Unit, if any**
1.	TSFS101-NQ2014	Introduction to Computers and Internet Navigation	25	Nil
2.	TSFS102-NQ2014	Communication at Workplace	25	Nil
3.	TSFS103-NQ2014	Personality Development	15	Nil
4.	TSFS104-NQ2014	Telecommunication Fundamentals -I	25	Nil
5.	TSFS105-NQ2014	Basics of Selling	20	Nil
Total			110	

Successful completion of **110 hours** of theory sessions and **90 hrs** of practical activities and on-the-job learning is to be done for full qualification.

Classroom Activities: Classroom activities are an integral part of this program and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional aids, such as Videos, Colour Slides, Charts, Diagrams, Models, Exhibits, Hand-outs, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode.

Practical Activities: Activities that provide practical experience in laboratory set up would include hands on training, case based problems, role play, games, etc. on various incidents and practical exercises in skill lab. Equipment and supplies should be provided to enhance hands-on experiences for students. Trained personnel should teach specialized techniques. A training plan signed by teacher that reflects equipment, skills and tasks should be prepared for training of the students in the organization/industry.

On-the-Job Training: On-the-job training (OJT) occurs whenever more experienced employee or supervisor teaches less experienced person on how to do one or more tasks of a job. The training utilizes actual equipment and materials. OJT should be undertaken in a structured manner with a training plan under the supervision of an experienced trainer or supervisor. A training plan that reflects tasks to be performed and competencies to be imparted should be prepared and signed by the student, teacher, and supervisor at the workplace for training of the students in the organization/industry. The trainer should break down all the steps of the job and train the students as per the training plan. In a structured OJT, the following steps should be followed:

Step 1: The Instructor or the trainer tell, show, demonstrate, and explain. The trainer gives an overview of the task while explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks.

Step 2: The Instructor or the trainer demonstrates each step in detail, actually doing the steps of the task and explaining each step, one at a time, while the trainee watches. The steps may not necessarily be demonstrated in the sequence of actual operation, as sometimes it is better that simple tasks are demonstrated first to build confidence. Showing finished products at each appropriate step will help the leaner understand what is required as outcome. While demonstrating, the trainer explains why each step is done in the way it is done.

Step 3: It involves direct trainee participation. The trainer monitors the progress on a checklist of competencies and offers feedback and pointers where and when needed.

Step 4: The trainee practices with clearly defined targets for performance standards.

Certification: Upon successful completion of this course the State Education Board and the Telecom Sector Skill Council (TSSC) will provide a certificate to the student verifying the competencies acquired by the candidate. For more details about SSC visit the website of Telecom Sector Skill Council at http://www.tsscindia.com/

Unit Code: TSFS101-NQ2014	Unit Title: Introduction to Computers and Internet Navigation			
Location: Classroom	**Duration: 25 hours**			
	Learning Outcome	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Method**
	Demonstrate the use of computer peripherals	1. Describe the parts of a computer system 2. Describe the use of different types of software 3. Differentiate between primary and secondary memory 4. Differentiate between system software and application software 5. Distinguish between common I/O ports and connectors	1. Identify hardware components of computer 2. Connect various parts and devices of computer system. 3. Start and shut down a computer system	**Interactive lecture:** Introduction to Computer System **Activity:** Practice sessions on identification of various components of computer system and connecting them to the Central Processing Unit (CPU)
	Manage files and folders	1. Describe the purpose of files and folders 2. Describe the procedure for locating files and folders on the drive	1. Create a file and folder. 2. Locate and rename a folder and file 3. Delete a file or folder. 4. COPY-PASTE file and folder 5. CUT-PASTE file and folder	**Interactive lecture:** Managing Files and Folders **Activity:** Practice sessions on managing files and folders
	Demonstrate the use of Internet, surfing and social networking sites	1. Describe purpose of internet, world wide web 2. Explain the terms – Internet Service Provider, Uniform Resource Locator, Hyperlink, etc. 3. Name different web browsers 4. Describe the risks associated with the online activity like: unintentional disclosure of personal information,	1. Demonstrate how to connect to internet 2. Open and close web browsing application 3. Enter the URL in the address bar 4. Search documents using search engines 5. Navigate forward and backward between previously visited webpages	**Interactive lecture:** Internet and Using the Browsers and Social Networking Sites **Activity:** Practice sessions on using internet and social networking sites and use different search engines

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		bullying or harassment, targeting of users by predators, virus, etc.	6. Carry out search for specific information using a keyword and phrase 7. Save a page to a location 8. Set the browsers webpage 9. Block and allow pop-ups and cookies 10. Delete browsing history	
	Demonstrate the use of Email	1. Describe the purpose of email 2. Explain the structure of email address 3. Describe the various features of email and their uses 4. Describe the advantages of using email, like speed of delivery, low cost, facility for attachment of documents, spell check facility, etc. 5. Describe the difference between the To, CC, BCC fields. 6. Describe the procedure of sending, forwarding and searching emails 7. Discuss the best practices to be adopted while using email	1. Create an email account 2. Compose an email 3. Insert and remove a file attachment 4. Open the Sent box to see the emails sent 5. Add signatures 6. Prepare and save a draft message in Drafts folder 7. Use a spell check tool for checking spelling mistakes and correcting spelling errors 8. Copy text from another source into an email 9. Retrieve emails saved in the Drafts box and edit them before sending. 10. Flag email as Spam, recovering email from Spam folder 11. Manage an email account by moving emails into folders/labels 12. Manage email account by deleting unwanted messages from inbox and trash folder	**Interactive lecture:** Using Email Services **Activity:** Practice sessions on opening and managing email account

		13. Update an address book from incoming email 14. Search for email	

Unit Code: TSFS102-NQ2014	Unit Title: Communication at Workplace			
	Duration: 25 hours			
	Learning Outcome	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Method**
Location: Classroom	Identify elements of communication cycle	1. Describe the meaning of communication 2. State the different elements of communication cycle 3. Differentiate between Sender, Message, Medium, Receiver and Feedback. 4. Describe the importance of active listening	1. Identify elements of communication cycle 2. Draw a diagram of communication cycle	**Interactive lecture:** Elements of Communication Cycle **Activity:** 1. Drawing a communication cycle 2. Case based problems
	Provide feedback	1. Describe the meaning of feedback 2. Describe the importance of feedback 3. Describe the characteristics of feedback 4. Differentiate between descriptive and specific feedback	1. Construct a sentence for providing descriptive and specific feedback 2. Demonstrate the use of different characteristics of feedback	**Interactive lecture:** Characteristics of Feedback **Activity:** 1. Assignment on constructing sentences for providing descriptive and specific feedback 2. Case based problems
	Overcome barriers in communication	1. Describe the factors that act as communication barrier 2. Describe the ways to overcome barriers in effective communication	1. Enlist barriers to effective communication at workplace 2. Demonstrate the ability to overcome	**Interactive lecture:** Barriers in Communication **Activity:** 1. Group discussion on factors responsible for barrier in communication

		barriers in communication	
Apply principles of communication	1. Describe the various principles of effective communication	1. Construct a sentence that convey all facts required by the receiver 2. Construct a sentence emphasizing on specific message 3. Communicate in a manner that shows respect to the receiver	**Interactive lecture:** Principles of Effective Communication **Activity:** Role play, games and assignment on constructing sentences that convey facts and emphasize on specific message

Unit Code: TSFS103-NQ2014	Unit Title: Personality Development			
	Duration: 15 hours			
Location: Classroom	**Learning Outcome**	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Method**
	Describe the basic personality traits, types and disorders	1. Describe the meaning of personality 2. Describe how personality influence others 3. Describe basic personality traits 4. Describe common personality disorders- Paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive	1. Demonstrate the knowledge of different personality types	**Interactive lecture:** Personality traits, types and disorders **Activity:** Role Play
	Demonstrate the ability to communicate clearly and	1. Describe the procedure of greeting the customer on	1. Demonstrate the ability to convey matters clearly and	**Interactive lecture:** Communicating clearly and

	politely on telephone	telephone call 2. Enlist the preparations to be made before receiving a telephone call	completely over telephone 2. Demonstrate how to leave message on telephone effectively 3. Demonstrate how to answer the telephone call effectively	politely on telephone **Activity:** Games based on improvement of telephonic conversation's skills
	Demonstrate the ability to work independently	1. Describe the importance of the ability to work independently 2. Describe the types of Self Awareness 3. Describe the meaning of Self Motivation and Self Regulation	1. Setting goals 2. Plan and finish tasks in a specific period, with no help or directives 3. Demonstrate how to work independently 4. Demonstrate the qualities required for working independently	**Interactive lecture:** Working Independently **Activity:** Complete a task independently within a specific time period without any help
	Demonstrate team work skills	1. Describe the important factors in team building 2. Describe stages of team work	1. Demonstrate the ability to work in team and delivering collectively 2. Identify essentials of team building	**Interactive lecture:** Importance of Team Work **Activity:** 1. Playing games for improving team work skills 2. Group Discussion
	Demonstrate impressive appearance and grooming	1. Describe the importance of dressing appropriately, looking decent and positive body language 2. Describe the term Grooming 3. Prepare a Grooming checklist 4. Describe the techniques of self exploration	1. Demonstrate impressive appearance and groomed personality 2. Demonstrate ability to self explore	**Interactive lecture:** Importance of Impressive Appearance and Grooming **Activity:** 1. Prepare a chart of different dressing styles for various occasions 2. Practice session on self exploration

Unit Code: TSFS104-NQ2014	Unit Title: Telecommunication Fundamentals-I			
	Duration: 25 hours			
Location: Classroom	**Learning Outcome**	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Method**
	Describe the key factors in the invention of telephone and evolution of telecommunication network	1. Describe the term Telecommunication 2. Describe the early telecommunication network and equipments 3. Describe the evolution of telecommunication network and services	1. Demonstrate the knowledge of evolution in telecommunication network 2. Identify different equipments used since invention of telephone	**Interactive lecture:** Invention of Telephone and Evolution of Telecommunication Network **Activity:** Draw a typical Telecommunication Network
	Demonstrate the knowledge of elements and basic terms used in telecommunication network	1. Describe the meaning of terms used in telephone exchange or setting up a telecom network 2. Give examples of telecom network - computer networks and Internet	1. Demonstrate the knowledge of computer networks, Internet and telephone network 2. Demonstrate the knowledge of the purpose and function of telephone, wire, central office switch, electronic switches, digital switches, trunks, etc.	**Interactive lecture:** Terms used for describing various parts of a telecom network **Activity:** Quiz on the vocabulary/terms used for describing components of telecom network
	Demonstrate the knowledge of wireline communication media and services	1. Describe wireline telephony media 2. Enlist wireline services 3. State applications of transmission media (2 wire line, Twisted & Parallel, Co-axial line, OFC, Waveguide) 4. Explain next generation wireline telephony	1. Identify various transmission media 2. Tabulate the types and applications of transmission media used in telecommunication	**Interactive lecture:** Wireline telephony media and services **Activity:** Prepare a chart of wireline communication media and services being used in India
	Demonstrate the	1. Describe the role and	1. Tabulate some of the	**Interactive lecture:**

		regulatory obligations of telecom service providers offering wireline services , internet services, value added services, etc.	Telecommunication service regulations and role and functions of Telecom Regulatory Authority of India **Activity:** List some regulatory compliance requirements for wireline and internet service providers
knowledge of telecommunication service regulations and role and functions of Telecom Regulatory Authority of India	functions of Telecom Regulatory Authority of India (TRAI) 2. Name various telecom service providers 3. Describe the compliance requirements of telecom service providers		

Unit Code: TSFS105-NQ2014	Unit Title: Basics of Selling			
	Duration: 20 hours			
Location: Classroom	**Learning Outcome**	**Knowledge Evaluation**	**Performance Evaluation**	**Teaching and Training Method**
	Describe the telecom operational structure and Pre sales activities	1. Describe the term MTD sales 2. Describe the Pre sales activities 3. Explain the role of field sales executive in telecom industry 4. Define Average Revenue Per Unit (ARPU)	1. Draw telecom zonal operation structure 2. Calculate MTD sales	**Interactive lecture:** Understanding the telecom operational structure and Pre sales activities **Activity:** Tabulate the functions of members involved in telecom operational structure
	Identify the target market and customer view of product	1. Describe the procedure of finding target market 2. Describe how to analyze customer's view about the product	1. Create the target market model of any mobile company in an specific area 2. Recognise and apply opportunities for making additional sales	**Interactive lecture:** Finding target market for selling the product **Activity:** Market survey to be performed to identify the target market in specific area
	Describe the pricing, pricing tiers and prepare	1. Describe the best price for a product	1. Demonstrate the knowledge of calculating the price of product	**Interactive lecture:** Pricing, pricing tiers and

quotations	2. Define the terms of sale	2. Demonstrate the knowledge of terms and conditions for the sale of particular product	preparing quotations **Activity:** Read and analyze the price of different telecommunication products
Demonstrate the knowledge of documentation and verification of new prepaid and postpaid mobile connection and fill the CAF	1. Explain the meaning of Prepaid and Postpaid 2. Enlist documents required for new prepaid and postpaid mobile connection 3. Define the term KYC 4. Differentiate between verification process of new prepaid and postpaid mobile connection 5. Describe the action that can be taken against furnishing fake information in CAF	1. Enlist rejection causes of the activation of the SIM card like signature mismatch, address mismatches, etc. 2. Tabulate the documentation and verification procedure of the new mobile connection of any three telecom operators of your area. 3. Fill a sample CAF for new mobile connection 4. Perform practical verification of customer's documents for new prepaid and postpaid mobile connection	**Interactive lecture:** Documentation and verification of new prepaid and postpaid mobile connection **Activity:** Practice verification of customer's documents for new prepaid and postpaid mobile connection

Assessment Guide

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). It is a process of collecting evidence and making judgment about the extent to which a person demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency. Assessment should be done on the basis of information or evidence about the individual's ability against clearly stated objectives or standards. A diversity of assessment methods is required to achieve the multiple purposes and to satisfy the requirements of competency based assessment. Appropriate evidence is to be collected from activities that can be clearly related to the Units of Competency. It should cover all the elements and performance criteria/indicators in the competency standards. Student's achievements should be assessed by using the following methods of assessment.

S. No.	Method of Assessments	Weightage (Max. marks)	Evaluator
1.	Written test	30	Teacher
2.	Practical test	30	Certified Assessor #
3.	Oral test/viva voce	10	Teacher/External Examiner
4.	Portfolio	10	Teacher
5.	Project	10	Teacher/Trainer
6.	Direct Observation	10	Teacher/Trainer
Total		100	

Assessors will be certified by the State Education Board.

1. **Written test:** It allows candidates to demonstrate that they have the knowledge and understanding of a given topic.
2. **Practical test:** It allows candidates to demonstrate application of skills in simulated or real work conditions against competency standards (skill and academic standards).
3. **Oral test/viva voce:** It allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of oral test or viva voce.
4. **Portfolio:** It is a compilation of documents that supports the candidate's claim of competence that was acquired from prior learning and practical experience. Documents (including photo's, newspaper articles, reports, etc.) of practical experience in the workplace or the community and photographs of the products prepared by the candidates related to the units of competency should be included in the portfolio.
5. **Project:** Projects (individual or group projects) are a great way to assess the practice skills on a deadline, but these should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation.
6. **Direct Observation –** Direct observation requires a considerable degree of commitment from the observer and those being observed. Employability skills evaluation listed below in the table should be evaluated through direct observation by the teacher/trainer and appropriate records should be maintained for transparency in evaluation.

Employability Skill Area	S. No.	Competencies and Performance Standards	Competent	Not Yet Competent
Communication	1.	Questions appropriately		
	2.	Writes clearly and legibly		
	3.	Demonstrates good listening and responding skills		
	4.	Informs about the absence and reasons of absence		
Responsibility	5.	Organizes work		
	6.	Manages time effectively and efficiently		
	7.	Complete assignments timely		

	8.	Displays care for tools and equipment		
	9.	Accepts responsibility pleasantly		
	10.	Exhibits patience		
	11.	Demonstrates pride in work		
Interpersonal Relationship	12.	Displays friendly and cooperative attitude		
	13.	Demonstrates tactfulness in difficult situations		
	14.	Accepts constructive criticism		
	15.	Exhibits positive attitude		
Health and Safety	16.	Practices good personal hygiene regularly		
	17.	Maintains good personal health		
	18.	Dresses well and in appropriate manner		
Innovation and Creativity	19.	Give reasons and make judgments objectively		
	20.	Share ideas and thoughts with others		

List of Tools, Equipment and Materials

The list given below is suggestive and an exhaustive list should be prepared by the teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

Equipment and materials

1. Computer System
2. Printer
3. Scanner
4. Local Area Network (LAN)
5. Internet Connection
6. Whiteboard
7. Marker/Chalk
8. Demonstration Charts
9. Sheets for preparing Charts
10. Compact Disk
11. USB Drive
12. Sample documentation required for new mobile connection
13. Different mobile handsets for demonstration & practice
14. Scientifically designed tables & chairs for demonstrating ergonomics at workplace

Teacher's Qualifications

Qualification, competencies and other requirements for Graduate Teacher on contractual basis should be as follows:

S. No.	Qualification	Minimum Competencies	Age Limit
1.	Graduate in any stream from a reputed Institute / organization with at least 1 year experience as a Field Sales Executive working with Telecom products / service.	• Effective communication skills (oral and written) • Basic computing skills. • Technical competencies (e.g., in areas like selling telecom products and services)	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules.

For more information, please contact:

Prof. Vinay Swarup Mehrotra

Head, Curriculum Development and Evaluation Centre (CDEC)

& National Skills Qualifications Framework (NSQF) Cell,

PSS Central Institute of Vocational Education (PSSCIVE),

(a constituent unit of NCERT, under MHRD, GoI)

Shyamla Hills, Bhopal – 462 013

E-mail: drvs.mehrotra@gmail.com; Website: www.cive.org