



# Model Curriculum

**QP Name: Automotive Telecaller**

**QP Code: ASC/Q1105**

**QP Version: 4.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

Automotive Skill Development Council, 153, Gr Floor, Okhla Industrial Area, Phase – III, Leela Building,  
New Delhi – 110020

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# Training Parameters

<b>Sector</b>	Automotive
<b>Sub-Sector</b>	Automotive Vehicle Sales (Dealer)
<b>Occupation</b>	Dealer Sales Support
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5211.0302
<b>Minimum Educational Qualification &amp; Experience</b>	12th Class OR 10th Class + 2 year ITI OR Certificate-NSQF Level 3 (Automotive Showroom Host/Automotive Sales Assistant) with 2 Years of relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	15 Years
<b>Last Reviewed On</b>	25/03/2021
<b>Next Review Date</b>	25/03/2026
<b>NSQC Approval Date</b>	25/03/2021
<b>Version</b>	4.0
<b>Model Curriculum Creation Date</b>	25/03/2021
<b>Model Curriculum Valid Up to Date</b>	25/03/2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	390 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	390 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.

- Work effectively and efficiently as per schedules and timelines.
- Implement safety practices.
- Optimize the use of resources.
- Communicate effectively using interpersonal skills.
- Schedule service appointments with customers.
- Perform activities to generate sales leads and provide support to the dealer's sales function through other allied activities.
- Carry out post-service activities to support service function.

## 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
<b>Bridge Module</b>	<b>05:00</b>	<b>00:00</b>	-	-	<b>05:00</b>
Module 1: Introduction to the Role of an Automotive Telecaller	05:00	00:00	-	-	05:00
<b>ASC/N9807 – Organize work and resources</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	<b>20:00</b>	<b>35:00</b>	-	-	<b>55:00</b>
Module 2: Work effectively and efficiently	10:00	15:00	-	-	25:00
Module 3: Optimize resource utilization	10:00	20:00	-	-	30:00

<b>DGT/VSQ/N0102 -Employability Skills (60 hours)</b> <b>NOS Version No. – 1.0</b> <b>NSQF Level – 5</b>	<b>24:00</b>	<b>36:00</b>			<b>60:00</b>
Module 4: Introduction to Employability Skills	0.5:00	1:00			1.5:00
Module 5: Constitutional values - Citizenship	0.5:00	1:00			1.5:00
Module 6: Becoming a Professional in the 21st Century	1:00	1.5:00			2.5:00
Module 7: Basic English Skills	4:00	6:00			10:00
Module 8: Career Development & Goal Setting	1:00	1:00			2:00
Module 9: Communication Skills	2:00	3:00			5:00
Module 10: Diversity & Inclusion	1:00	1.5:00			2.5:00
Module 11: Financial and Legal Literacy	2:00	3:00			5:00
Module 12: Essential Digital Skills	4:00	6:00			10:00
Module 13: Entrepreneurship	3:00	4:00			7:00
Module 14: Customer Service	2:00	3:00			5:00
Module 15: Getting ready for apprenticeship & Jobs	3:00	5:00			8:00
<b>ASC/N1106 Perform activities to support service functions</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	<b>15:00</b>	<b>90:00</b>	<b>30:00</b>	<b>00:00</b>	<b>135:00</b>
Module 16: Schedule serviceappointments	10:00	50:00	20:00	00:00	80:00
Module 17: Carry out postservice activities	5:00	40:00	10:00	00:00	55:00
<b>ASC/N1120 Perform activities to support sales function</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	<b>15:00</b>	<b>90:00</b>	<b>30:00</b>	<b>00:00</b>	<b>135:00</b>
Module 18: Support salesfunction	15:00	90:00	30:00	00:00	135:00

<b>Total Duration</b>	<b>79:00</b>	<b>251:00</b>	<b>60:00</b>	<b>00:00</b>	<b>390:00</b>
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# Module Details

## Module 1: Introduction to the Role of an Automotive Telecaller

### Bridge Module

#### Terminal Outcomes:

- Discuss the role and responsibilities of an Automotive Telecaller.

<b>Duration:</b> 05:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the role and responsibilities of an Automotive Telecaller in the sales cycle.</li> <li>• Discuss the process flow of vehicle sales and service cycle at the dealership.</li> <li>• Explain the term telemarketing and its importance.</li> <li>• Recall the importance of telephone etiquette.</li> <li>• Discuss the basic customer service principles and processes.</li> <li>• Outline organizational/professional code of ethics and SOPs related to various processes.</li> <li>• Discuss the documentation requirements of each procedure involved in carrying out the role of Automotive Telecaller.</li> <li>• Discuss the legal aspects, statutory compliances and regulations for automotive industry as proposed by the Government.</li> </ul>	
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	



## Module 2: Work Effectively and Efficiently

*Mapped to NOS ASC/N9807 v1.0*

### Terminal Outcomes:

- Employ appropriate ways to maintain a safe and secure working environment.
- Perform work as per the quality standards. correctly

Duration: 10:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>● Describe the ways to organize work as per organization's health, safety and security policies/procedures.</li> <li>● Outline the organizational structure to be followed to report about health, safety and security breaches to the concerned authorities.</li> <li>● List the potential workplace related risks and hazards, causes, preventions and reporting structure.</li> <li>● State the methods to keep the showroom area as well as equipment clean, tidy and sanitized.</li> <li>● Discuss how to complete the given work within the stipulated time period.</li> <li>● Explain the importance of prioritizing team goals over individual goals.</li> <li>● Discuss epidemics/pandemics and their impact on society at large.</li> <li>● Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol-based hand sanitizers.</li> <li>● Define self-quarantine or self-isolation.</li> <li>● List common ailments and their medication.</li> <li>● Explain the significance of following prescribed rules and guidelines during an epidemic or a pandemic or any emergency.</li> <li>● Discuss organization's hygiene and sanitation guidelines.</li> <li>● Describe the ways of dealing with stress and anxiety during an epidemic or a pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply basic housekeeping practices to ensure that the showroom area/work area/equipment is clean, sanitized and disinfected.</li> <li>● Demonstrate how to evacuate the workplace in case of an emergency.</li> <li>● Demonstrate the correct way of washing hands using soap and water.</li> <li>● Display the correct way of sanitizing hands using alcohol-based hand rubs.</li> <li>● Prepare a list of relevant hotline/emergency numbers.</li> <li>● Demonstrate how to wear and dispose different types of PPEs properly</li> </ul>
<b>Classroom Aids:</b>	

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

### **Tools, Equipment and Other Requirements**

Sanitization kit, disinfectants, alcohol-based sanitizers, different types of face masks, shields etc.

## Module 3: Optimize Resource Utilization

### Mapped to NOS ASC/N9807 v1.0

#### Terminal Outcomes:

- Use resources efficiently.
- Apply conservation practices at the workplace.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the ways to optimize usage of resources, especially water.</li> <li>• State the importance of conserving electricity and using prevalent energy efficient devices.</li> <li>• List the different categories of waste viz. dry, wet, recyclable, non-recyclable, etc.</li> <li>• Differentiate between recyclable and non-recyclable waste for the purpose of segregation</li> <li>• State the importance of using appropriate colour dustbins for different types of waste.</li> <li>• Discuss various methods of waste management.</li> <li>• Describe the significance of greening</li> <li>• Discuss the common sources of pollution and ways to minimize it.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform basic checks to identify any spills and leaks around the showroom area and workstation and report to housekeeping staff for corrective action.</li> <li>• Employ different ways to check if electronic appliances/peripherals are functioning properly and turned on only when required.</li> <li>• Employ ways for efficient utilization of material and resources like stationary items, electricity and water.</li> <li>• Use energy efficient electrical appliances to ensure energy conservation.</li> <li>• Demonstrate how to deposit recyclable/reusable material at the specified location</li> </ul>
<b>Classroom Aids:</b>	
White board/black board marker/chalk, duster, computer or Laptop attached to LCD projector	
<b>Tools, Equipment and Other Requirements</b>	
Different type of waste bins to collect and segregate waste for disposal	

## Module 4: Introduction to Employability Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the importance of Employability Skills in meeting the job requirements</li> </ul>	<ul style="list-style-type: none"> <li>List different learning and employability related GOI and private portals and their usage</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 5: Constitutional values - Citizenship

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Discuss about constitutional values to be followed to become a responsible citizen

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.</li> </ul>	<ul style="list-style-type: none"> <li>Show how to practice different environmentally sustainable practices</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 6: Becoming a Professional in the 21st Century

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Demonstrate professional skills required in 21<sup>st</sup> century

<b>Duration:</b> <1:00>	<b>Duration:</b> <1.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss 21st century skills.</li> <li>• Describe the benefits of continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 7: Basic English Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Practice basic English speaking.

<b>Duration:</b> <4:00>	<b>Duration:</b> <6:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe basic communication skills</li> <li>• Discuss ways to read and interpret text written in basic English</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</li> <li>• Read and interpret text written in basic English</li> <li>• Write a short note/paragraph / letter/e - mail using basic English</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 8: Career Development & Goal Setting

## Mapped to DGT/VSQ/N0102

### Terminal Outcomes:

- Demonstrate Career Development & Goal Setting skills.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss need of career development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate in a well-mannered way with others.</li> <li>• Create a career development plan with well-defined short- and long-term goals</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 9: Communication Skills

### Mapped to DGT/VSQ/N0102

### Terminal Outcomes:

- Practice basic communication skills.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of active listening for effective communication</li> <li>• Discuss the significance of working collaboratively with others in a team</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 10: Diversity & Inclusion

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe PwD and gender sensitisation.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of reporting sexual harassment issues in time</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 11: Financial and Legal Literacy

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe ways of managing expenses, income, and savings.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>List the common components of salary and compute income, expenditure, taxes, investments etc.</li> <li>Discuss the legal rights, laws, and aids</li> </ul>	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 12: Essential Digital Skills

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Demonstrate procedure of operating digital devices and associated applications safely.

<b>Duration:</b> <4:00>	<b>Duration:</b> <6:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe the role of digital technology in today's life</li> <li>Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li> </ul>	<ul style="list-style-type: none"> <li>Show how to operate digital devices and use the associated applications and features, safely and securely</li> <li>Create sample word documents, excel sheets and presentations using basic features</li> <li>Utilize virtual collaboration tools to work effectively</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 13: Entrepreneurship

*Mapped to DGT/VSQ/N0102*

### Terminal Outcomes:

- Describe opportunities as an entrepreneur.

<b>Duration:</b> <3:00>	<b>Duration:</b> <4:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the types of entrepreneurship and enterprises</li> <li>Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan</li> <li>Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement</li> </ul>	<ul style="list-style-type: none"> <li>Create a sample business plan, for the selected business opportunity</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 14: Customer Service



## Mapped to DGT/VSQ/N0102

### Terminal Outcomes:

- Describe ways of maintaining customer.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the significance of identifying customer needs and addressing them.</li> <li>Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to maintain hygiene and dressing appropriately.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 15: Getting ready for apprenticeship & Jobs

### Mapped to DGT/VSQ/N0102

### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration:</b> <3:00>	<b>Duration:</b> <5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of maintaining hygiene and confidence during an interview</li> <li>List the steps for searching and registering for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Create a professional Curriculum Vitae (CV)</li> <li>Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively</li> <li>Perform a mock interview</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 16: Schedule service appointments

### Mapped to NOS ASC/N1106 v1.0

#### Terminal Outcomes:

- Employ appropriate ways to prepare for making service reminder calls to customers
- Dramatise how to schedule service appointments with customers

Duration: 05:00	Duration: 50:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Outline the technical specifications of OEM vehicles and their variants with their respective service schedules.</li> <li>• Explain the process of extracting vehicle data from Dealer Management System (DMS)</li> <li>• List the various parameters of vehicle data such as service history, previous feedback, etc. before making service reminder calls to the customers.</li> <li>• Summarise the training modules and scripts as specified by OEM for telemarketing activities.</li> <li>• Describe the importance of following standard calling scripts while scheduling service and briefing about the offers.</li> <li>• Discuss the process to collect/calculate the information about initial cost estimation, current offers/discount/essential services etc. before making a service call to the customer</li> <li>• Explain the processes pertaining to printing the service appointments, handing over the copy of the same to concerned people and updating the appointment information board accordingly.</li> <li>• Recall various ways of ensuring maximum customer engagement and customer retention</li> <li>• Describe the utility of Customer Relationship Management (CRM) software used at OEM/Dealer.</li> <li>• Discuss standard operating procedures pertaining to dealership w.r.t. telemarketing, after-sales process, customer experience and satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to use Dealer Management System (DMS) for extraction of vehicle data with customer contact details.</li> <li>• Role play a situation on how to call customers following the standard calling scripts as per OEM guideline to schedule service</li> <li>• Employ different techniques for recording service requirements, issues and schedule appointment in DMS as per OEM format.</li> <li>• Role play a situation on how to reschedule the service appointment as per customer preference.</li> <li>• Demonstrate how to print the appointments scheduled for next day and update the appointment information board.</li> <li>• Dramatise a situation on how to call up a customer and inform about discount/running offers/events to support service team.</li> <li>• Show how to use Microsoft Office applications such as Word, Excel and PowerPoint, etc. required to carry out the work.</li> </ul>

- Explain the importance of different sources of information such as technical bulletins, part or process change circular, etc.

#### Classroom Aids:

Laptop, white board, marker, projector

#### Tools, Equipment and Other Requirements

Computer with Internet Connection, Microsoft Office, MIS Application or CRM tool.

## Module 17: Carry out post service activities

### Mapped to NOS ASC/N1106 v1.0

#### Terminal Outcomes:

- Dramatise how to carry out post service activities.
- Demonstrate how to perform data management activities.

Duration: 10:00	Duration: 50:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List various parameters to review the post service data such as repairs done on customer's demand, etc.</li> <li>• Explain the importance of making post service call and updating customer's feedback as per OEM specified format.</li> <li>• List the different platforms to check customer feedback such as instant feedback card (IFC), email, social media, etc.</li> <li>• Discuss the procedure to report customer's issues/complaints, seek resolution plan and process concern closure</li> <li>• Discuss the importance of collecting customer satisfaction note after resolution</li> <li>• Summarise the follow up and escalation procedure for open concerns as specified by OEM.</li> <li>• Discuss the computer skills required at workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play a situation on how to call up a customer to get post service feedback as specified by OEM and update about the pending job, if any.</li> <li>• Demonstrate how to record and update post service feedback as specified by OEM.</li> <li>• Show how to check various platforms for customer feedback and record/update the database accordingly.</li> <li>• Employ appropriate processes to resolve customer's issue/complaint and implement the resolution plan in coordination with the team.</li> <li>• Role play a situation on how to share the list of open customer concerns and feedback of previous day in the meeting.</li> <li>• Prepare a sample performance report as specified by OEM.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
Sample Scripts, Computer with Internet Connection, Microsoft Office, MIS Application or CRM tool.	

## Module 18: Support sales function

### Mapped to NOS ASC/N1120 v1.0

#### Terminal Outcomes:

- Dramatise how to handle prospects or leads through telemarketing.
- Employ effective ways to handle customer queries and feedback.
- Demonstrate how to perform allied activities to support sales function.

Duration: 15:00	Duration: 120:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the importance of Data Management Software (DMS) in Customer Relationship Management (CRM).</li> <li>• List the various sources to collate potential sales leads such as showroom walk-ins, telephonic enquiries, etc.</li> <li>• Summarise the role of telecaller in pre-sales process</li> <li>• Describe the importance of calling scripts followed at workplace and following up with customer after confirmation of purchase plan.</li> <li>• List the features / advantages / benefits and USPs of the OEM vehicles</li> <li>• Explain the process of booking test drive for customers at either showroom or any mutually agreed location as preferable.</li> <li>• State the different activities involved in assisting sales and marketing team such as calling customers for events, sharing schemes/offers, etc.</li> <li>• Discuss the importance of responding timely to customer queries in building customer relationships</li> <li>• Identify the local customer preferences, local market procedures and related information based on geographical nuances</li> <li>• Discuss the different ways to resolve common customer queries and complaints while ensuring least turnaround time.</li> <li>• Explain the importance of maintaining proper records and documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a database of potential customers from leads collected via different sources.</li> <li>• Role play a situation on how to call up a customer and convey the right perception about the brand, convince the customer on the USP of the vehicle and respond to the queries.</li> <li>• Demonstrate how to fix meetings, book the test drive for customers and schedule pick up and drop facility.</li> <li>• Apply suitable procedure to coordinate with the sales team/executives regarding appointments fixed with the customers</li> <li>• Role play a situation on how to brief the customer on value added services of new vehicle.</li> <li>• Demonstrate how to record all interaction, enquiries, feedbacks and complaints from potential customers in the system as per OEM format.</li> <li>• Role play a situation on how to effectively follow up with customers so as to realize post-sale revenue as per planned payment cycle.</li> <li>• Perform the steps to schedule pick up and drop facility for customer satisfaction.</li> <li>• Demonstrate how to use different software such as Tally, SAP, Prim ware, and Customer Relationship Management (CRM) or format used for billing, financing of vehicles, service records.</li> <li>• Demonstrate how to maintain documentation pertaining to customer problems/queries.</li> </ul>

- Recall the organisation's framework or hierarchy of Customer Relationship Management (CRM).
- Discuss the latest information about vehicle's warranty, accessories, insurance, Regional Transport Office (RTO) process and delivery process as per organizational policy.

#### Classroom Aids:

Laptop, white board, marker, projector

#### Tools, Equipment and Other Requirements

Laptop with MS Word, MS Excel, MS PowerPoint and Customer Relationship Management (CRM), Tally, SAP and Prim ware



# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Any discipline	3	Automobile Sales	1	Automobile Sales	NA
Graduate	Any discipline	4	Automobile Sales	0	Automobile Sales	NA
Certificate NSQF L-6	Automotive Sales Trainer/Sales Team Leader	3	Automobile Sales	1	Automobile Sales	NA
Diploma	Automobile/ Mechanical /Electrical/ Electronics Engineering	3	Automobile Sales	1	Automobile Sales	NA
Diploma	Automobile/ Mechanical /Electrical/ Electronics Engineering	4	Automobile Sales	0	Automobile Sales	NA

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Automotive Telecaller", "ASC/Q1105 version 2.0" minimum accepted score is 80%	"Trainer, MEP/Q2601 v1.0" Minimum accepted score is 80%.



## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Any discipline	4	Automobile Sales	1	Automobile Sales	NA
Graduate	Any discipline	5	Automobile Sales	0	Automobile Sales	NA
Certificate NSQF L-6	Automotive Sales Trainer/Sales Team Leader	4	Automobile Sales	1	Automobile Sales	NA
Diploma	Automobile/ Mechanical /Electrical/ Electronics Engineering	4	Automobile Sales	1	Automobile Sales	NA
Diploma	Automobile/ Mechanical /Electrical/ Electronics Engineering	5	Automobile Sales	0	Automobile Sales	NA

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Automotive Telecaller”, “ASC/Q1105 version 2.0”, minimum accepted score is 80%	“Assessor; MEP/Q2701 v1.0” Minimum accepted score is 80%.

## Assessment Strategy

### 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on 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 – The assessor should:

- 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 and End time to be as 10 a.m. and 5 p.m.
- 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, 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

## References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	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.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>SOP</b>	Standard Operating Procedure
<b>OEM</b>	Original Equipment Manufacturer
<b>PwD</b>	Persons With Disabilities
<b>VAS</b>	Value-Added Service
<b>CRM</b>	Customer Relationship Management
<b>MIS</b>	Management Information System