Telecom
Sector
Skill
Council

Facilitator Guide

Sector
Telecom

Sub-Sector
Handset

Occupation
E-Waste Management

Reference ID: TEL/Q2400, Version 4.0
NSQF level: 3

Telecom
E-Waste
Handler

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> " Skilling is building a better India.
> If we have to move India towards
> development then Skill Development
> should be our mission. "

Shri Narendra Modi
Prime Minister of India

Acknowledgements

About this Guide

The facilitator guide (FG) for Telecom E-Waste Handler is primarily designed to facilitate skill development and training of people, who want to become professional ITelecom E-Waste Handlers in various stores. The facilitator guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Sector Skill Council (TSSC) and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

1. TEL/N2401: Promoting proper Telecom E-waste Handling and Disposal
2. TEL/N9101: Organise Work and Resources as per Health and Safety Standards
3. TEL/N9102: Interact Effectively with Team Members and Customers
4. DGT/VSQ/N0101: Employability Skills (30 Hours)

Post this training, the participants will be able to perform tasks as professional Telecom E-Waste Handler. We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the Telecom Skill Sector of our country.

Symbols Used

Ask	Explain	Elaborate	Notes	Objectives	Do
Demonstrate	Activity	Team Activity	Facilitation Notes	Practical	Say
Resources	Example	Summary	Role Play	Learning Outcomes	

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https://www.skillindiadigital.gov.in/content/list

1. Introduction to the Telecom Sector and the Role of E-Waste Handler

Unit 1.1 - Introduction to the Telecom Industry in India

Unit 1.2 - Introduction to E-Waste

Unit 1.3 - Roles and Responsibilities of a Telecom E-Waste Handler

Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Outline the size and scope of the Telecom industry and its various sub-sectors.
2. Elaborate e-waste management
3. Discuss the various opportunities for Telecom E-waste Handlers in the Telecom industry
4. List the role and responsibilities of a Telecom E-waste Handler
5. Analyse the organisational policies on incentives, delivery standards, personnel management and public relations (PR) pertinent to the job role
6. Discuss the importance of seeking help from experts during any stage of the main activity to avoid any escalation

Unit 1.1: Introduction to the Telecom Industry in India

Unit Objectives

By the end of this unit, the participants will be able to:

1. Discuss about the telecom industry and its various sub-sectors in India
2. Outline the growth of the mobile handset industry in India
3. List the top telecom product manufacturers in India
4. Identify the regularity authorities in the Telecom industry in India

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

This is the first session of the program. Introduce yourself, the program and its purpose in detail. Welcome the trainees cordially to the session. Explain that you are going to put them at ease by playing a game. This game is meant to break the ice between everyone and get the trainees interested in the class.

The key learning outcomes and unit objectives were mentioned at the module's beginning. Make sure that these outcomes and objectives are shared with the participants at the beginning, and when the module gets over, do collective feedback to ensure all have been covered.

Say

Good morning, participants and a very warm welcome to this training program called "Telecom E-Waste Handler."

Do

• Start by welcoming all the participants to the training program and conveying a message of encouragement.
• Thank all the participants for joining and being a part of this training program
• Introduce yourself briefly to participants, your name and background, and your role in the training program
• Talk about your expectations from them about their conduct, laying ground rules
• Explain the rules of the game you are going to play as an "Ice Breaker".

Note

- Please ensure that while introducing yourself, you share at least one piece of personal information, such as your hobbies, likes, dislikes etc., with the participants. This will facilitate participation and exchange in many ways.
- Take a keen interest in understanding the needs and aspirations of the participants before actually conducting the training

Say

Before we start the training, let us spend some time introducing ourselves and knowing each other. We shall play a game.

Activity

- Arrange the class in a semi-circle/circle
- Each of us will tell the class their name, hometown, hobbies and special quality about themselves, start-ing with the 1st letter of their name. I will start with mine.
- Say your name aloud and start playing the game with your name.
- Say, "Now, each of one you shall continue with the game with your names till the last person in the circle/ semi-circle participates".
- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you are unable to understand or hear a trainee.

Activity	Duration	Resources used
Ice Breaker	60 minutes	Pen, Notebook, Notebook, etc.

Remember to:

- Discourage any queries related to one's financial status, gender orientation or religious bias during the game
- Try recognising each trainee by their name because it is not recommended for a trainer to ask the name of a trainee during every interaction

Say

Did you all enjoy this activity? I hope you all had a good time during this icebreaker session. Now we are all well acquainted with each other, and this will help us go ahead with our training session.

Note

In this unit, we will discuss about the Telecom Sector in India.

Say

Let us begin the session by discussing about the Telecom Sector in India.

Ask

Ask the participants the following questions:

• Which government organisation do you think regulates the telecom sector in India?

Write down the participants' answers on a whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following point:

• This program is aimed at training candidates for the job of a "Telecom E-Waste Handler", in the "Telecom" Sector/ Industry.
• A detailed overview about the telecom sector in India
• Various sub-sectors of the telecom industry
  o Telecom Infrastructure
  o Telecom Equipment
  o Telecom Services
  o Wireless Communication
  o Broadband
• Major segments within these sub-sectors
• Indian handset market
• Top handset manufacturers in India
• Regulatory authorities in the telecom industry in India
  o TRAI
  o TDSAT
  o DoT

Say

Let us participate in an activity to explore the unit a little more. We are now going to take part of an interesting session.

Activity

- This session will have a video activity.
- You will play a video using the below link, which shows the evolution of the telecom industry in India.
- The YouTube link for the video is: https://www.youtube.com/watch?v=T2SaEuF6i1M
- Ask the trainees to note down pointers from the video that they may find relevant.
- After the end of the video, the trainees can ask questions to you.
- The trainees will raise their hands, and you will pick up the trainees who will place their questions.
- The answering session will be in the form of a discussion where either you or any of the trainees knowing the answer, can give the answers.

Activity	Duration	Resources used
Video Activity	20 minutes	Participant handbook, pen, notebook, whiteboard, markers, laptop/computer with an internet connection, speakers, overhead projector, etc.

Say

Did you find this activity interesting? I hope you all enjoyed this session today. Now we are going to take part in another activity.

Activity

- In this activity, you will divide the class into two groups.
- Each group will have to provide a broad explanation of the following topics.
  - Handset market in India
  - Sub-sectors in the Telecom industry
- Ask the trainees to jot down the crucial points in the notebook
- The trainees must present their answers rich in information.
- You will take 15 minutes to evaluate the answers of the trainees.
- The group which can present their answers in the best way within 30 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Writing Activity	45 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Whiteboard, Marker, etc.

Say

Did you find the activity interesting? I hope you all enjoyed the session thoroughly.

Do ☑

- Conduct a doubt clarification session if needed.
- Jot down the crucial points on the whiteboard as the trainees speak.

Notes for Facilitation 📝

- Ask the participants if they have any questions.
- Encourage peer learning in the class.

Unit 1.2: Introduction to E-Waste

Unit Objectives

By the end of this unit, the participants will be able to:

1. Discuss about various types of waste
2. Recognise e-waste
3. Analyse the condition of e-waste generated in India
4. Identify telecom e-waste
5. List the health issues arising from e-waste
6. Discuss the importance of proper e-waste disposal

Resources to be Used

Participant Handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

Note

In this unit, we will discuss about E-Waste.

Say

Good morning and welcome back to this training program on Telecom E-Waste Handler. In this session, we will discuss about E-Waste and the situation of E-Waste in India.

Ask

Ask the participants the following questions:

- What do you understand by E-Waste?
- Are discarded mobile phones also considered E-Waste?

Write down the participants' answers on a whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following point:

- What is Waste?
  - o Category of Wastes
  - o Degradable vs Non-Degradable Waste

- Electronic Waste (E-Waste)
  - E-waste generating sectors in India
- Break-up of e-waste generated in India
- E-Waste awareness
- E-Waste problems
- E-Waste Recycling in India
- Life cycle of E-waste
  - EEE & WEEE Life-Cycle
- General Guidelines for Collection and Storage of E-Waste

Say

Let us participate in a group activity to explore the unit a little more.

Activity

- This is a group chart paper activity
- Divide the class into four groups and provide chart paper and other required items to each group
- Now, ask each group to make a chart paper presentation on the Life Cycle of E-Waste
- Ask them to explain each phase in the cycle
- They can use hand-drawn diagrams or pasted pictures
- After the groups complete their work, collect all the charts and evaluate them

Activity	Duration	Resources used
Chart paper activity	60 minutes	Participant Handbook, Pen, Notebook, Chart paper, Sketch pens, pencils, eraser, ruler, laptop, etc.

Do

- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity

Notes for Facilitation

- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class

Unit 1.3: Roles and Responsibilities of a Telecom E-Waste Handler

Unit Objectives

By the end of this unit, the participants will be able to:

1. Identify the role and responsibilities of a telecom e-waste handler
2. List the key competencies of a telecom e-waste handler
3. Illustrate the career progression of a Telecom E-waste handler
4. Discuss about the organisational policies on incentives, delivery standards, personnel management and public relations (PR) pertinent to the job role
5. Explain the importance of seeking help from experts to avoid any escalation

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about the roles and responsibilities of a Telecom E-Waste Handler.

Say

Good morning and welcome back to this training program on Telecom E-Waste Handler. In this session, we will learn about the roles and responsibilities of a Telecom E-Waste Handler.

Ask

Ask the participants the following questions:

• What does an e-waste handler do?

Write down the participants' answers on a whiteboard/flipchart. Take appropriate clues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following point:

- Job role of a telecom e-waste handler
- Key competencies of e-waste handler
  o Personality Traits
  o Working hours
- Career Opportunities
- Organisational policies on incentives and delivery standards
  o Incentive Policy
  o Delivery Standards
- Personnel management and public relations
- Seeking help from experts

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion on the work responsibilities of a telecom e-waste handler
- Ask the participants what they have learnt from this exercise
- Encourage the trainees to note down important points cited during the group discussion
- Close the discussion by summarising key takeaways

Activity	Duration	Resources used
Group discussion	30 minutes	Participant Handbook, Pen, Notebook, laptop, overhead projector, microphone, etc.

Do

- Maintain a cordial and positive environment in the classroom
- Discuss proper communication techniques in group discussion

Notes for Facilitation

- Ensure that all the trainees participate in the activity
- Encourage participants to ask relevant questions
- Ensure that all the trainees answer every question listed in the participant handbook

Answers to Exercises for PHB

Multiple-choice Question:

1. d) All of the above
2. a) Second
3. b) Printed Circuit Board
4. a) Mumbai
5. c) Waste Electrical and Electronic Equipment

Descriptive:

1. Refer UNIT 1.3: Roles and Responsibilities of a Telecom E-Waste Handler
   Topic - 1.3.4 Organisational Policies on Incentives and Delivery Standards

2. Refer UNIT 1.2: Introduction to E-Waste
   Topic - 1.2.4 E-Waste Awareness

3. Refer UNIT 1.2: Introduction to E-Waste
   Topic - 1.2.1 What is Waste?

4. Refer UNIT 1.1: Introduction to the Telecom Industry in India
   Topic - 1.1.5 Regulatory Authorities in the Telecom Industry in India

5. Refer UNIT 1.1: Introduction to the Telecom Industry in India
   Topic - 1.1.2 Various Sub-Sectors of the Telecom Industry

2. Handling E-Waste Properly

TEL/N2401

Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Demonstrate how to promote proper telecom e-waste management and disposal
2. Employ suitable techniques for handling e-waste with precautions
3. Implement different methods for basic separation/segregation of the components after collecting the telecom e-waste
4. Demonstrate how to dispose off hazardous e-waste as per the standard processes specified.
5. Discuss the need for following warehouse etiquette while operating/working in the warehouse.
6. Elucidate the significance of adhering to organisational norms for personal hygiene, workplace hy-giene and sanitation practices
7. Implement appropriate firefighting techniques in case of an emergency in the warehouse while manag-ing or handling e-waste.

Unit 2.1: Need for Proper E-Waste Disposal

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain the hazardous effects of improper disposal of telecom e-waste
2. Discuss the best practices to be followed for the proper disposal of telecom e-waste with the stakeholders.
3. Employ various methods for surveying concerned people and stakeholders to check their understanding of telecom e-waste disposal.

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about the need for proper e-waste disposal.

Say

Good morning and welcome back to this training program on Telecom E-Waste Handler. In this session, we will discuss the need for proper e-waste disposal.

Ask

Ask the trainees the following questions:

- What do you understand by e-waste disposal?
- Is there any impact on the soil if e-waste is not disposed of correctly?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Effects of improper disposal of telecom e-waste
  - Impact on the soil
  - Ground water contamination
  - Air pollution

- o Marine pollution
- E-Waste Recycling
  - o Importance of e-waste recycling
  - o Electronics recycling conserves natural resources
  - o Electronics recycling supports the community
  - o Electronics recycling creates employment locally
  - o Electronics recycling helps protect public health and the environment
  - o Solid waste management
- Stakeholders in e-waste collection
  - o First level: Preliminary E-waste generators
  - o Second level: Secondary E-waste generators
  - o Third level: Tertiary E-waste generators
- Various stakeholders involved in e-waste generation
  - o Manufacturers and Retailers
  - o Imports
  - o IT Industries
  - o Public and private sector, government departments, corporate and business establishments
  - o Educational Institutes
  - o Individual households
  - o Traders/scrap dealers/dissemblers/dismantlers
  - o Recyclers/smelters
- Responsibilities of the producer
- Responsibilities assigned to various stakeholders for disposal of telecom e-waste
  - o Manufacturer responsibility
  - o Producers' responsibility
  - o Extended producer responsibility
  - o Consumer support with regards to EPR
- Promotion of E-Waste recycling
  - o Awareness to stakeholders
  - o Promotion of best practices for e-waste disposal
  - o Why is awareness required?
- Do's & Don'ts for E-Waste

Say

Let us participate in an extempore activity to understand this unit better.

Activity

- This activity will be based on individual performance.
- In this activity, you will give multiple topics to the trainees regarding e-waste recycling
- Write the topics in paper chits and fold them
- Now ask the trainees to randomly pick up a chit
- Allot the trainees two minutes to prepare the topic and then ask them to speak about the topic for one minute in front of the class
- Allow the audience to ask clarifying questions if any
- The trainee with a simple explanation but rich in content will be appreciated with accolades

Activity	Duration	Resources used
Extempore	40 minutes	Participant handbook, whiteboard, notebook, pen, pencil, marker, microphone, etc.

Do

- Conduct a doubt clarification session if needed.
- Encourage the non-participating trainees to open up and speak
- Share your inputs and insight to encourage the trainees and add to what they talk about.

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Ensure the trainees answer the questions from the participant handbook

Unit 2.2: E-waste Collection and Treatment from Telecom Sites

Unit Objectives ⊚

By the end of this unit, the participants will be able to:

1. Illustrate the process for proper management of e-waste collection from telecom sites.
2. Implement different methods for basic separation/segregation of the components after collecting the telecom e-waste
3. Demonstrate how to issue e-waste collection receipts/certificates to stakeholders after collecting e-waste from them

Resources to be Used ⚙

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note 📋

In this unit, we will discuss about e-waste collection and treatment from telecom sites

Say 💬

Good morning and welcome back to this training program on Telecom E-waste Handler. In this session, we will learn about e-waste collection and treatment from telecom sites.

Ask 🗨

Ask the participants the following questions:

- What is the intermediatory process of e-waste management?

Write down the participants' answers on a whiteboard/flipchart. Take appropriate clues from the answers and start teaching the lesson.

Elaborate ⚙

In this session, we will discuss the following point:

- Collection and processing of e-waste from telecom site
- Identifying and segregating telecom e-waste
- Steps of handling telecom e-waste
  - Step One: Collection
  - Step Two: Storage

- o Step Three: Processing - Sorting, Dismantling, Shredding
- o Step Four: Mechanical Separation
  - • Magnetic Separation
  - • Water Separation
- o Step Five: Recovery
- • Providing certificates to stakeholders after collecting e-waste

Say 💬

Let us participate in an activity to explore the unit a little more.

Activity ⚙️

- • This is an individual activity
- • Display pictures of different types of e-waste
- • Ask each trainee to identify the e-waste and note it down in the notebook
- • After completing, ask random students to describe the disposal techniques of each of the types

Activity	Duration	Resources used
Identifying various types of e-waste	45 minutes	Participant Handbook, Pen, Notebook, lap-top/computer, overhead projector, etc.

Do ✓

- • Show the following pictures of different mobile phone accessories

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 2.3: Collection, Transportation & Storage of E-waste

Unit Objectives

By the end of this unit, the participants will be able to:

1. Discuss about the procedures for packaging during transportation and storage of e-waste to avoid leaks/spillages
2. List the warehouse etiquette
3. Identify various containers for storage and transport of e-waste
4. Follow the standard norms for storage of identified containers at the warehouse
5. Demonstrate the process of recording the e-waste collected per visit
6. Demonstrate how to dispose of hazardous e-waste as per standard processes specified

Resources to be Used

Participant Handbook, Pen, pencil, notepad, Whiteboard, Flipchart, Markers, Laptop, Overhead Pro-jector, Laser pointer, etc.

Note

In this unit, we will discuss about the process of collection, transportation & storage of e-waste

Say

Good morning and welcome back to this training program on Telecom E-Waste Handler. In this session, we will discuss the correct procedure to collect, transport and store e-waste.

Ask

Ask the participants the following questions:

- How is e-waste transported from the generation site to the disposal location?
- What is hazardous e-waste?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Safe transportation of the e-waste
    - Transportation of e-waste
    - Transport vehicles
    - Pallet Box
    - Different ways of stacking pallets
    - Essentials of Good Packaging
- Storage of e-waste
- Discussion with all identified stakeholders for further collection of e-wastes
- Disposal of hazardous e-waste

Say

Let us participate in an activity to explore the unit a little more.

Activity

- This is an individual activity
- Display pictures of different types of pallet box
- Ask each trainee to identify the type of pallet box and note it down in the notebook
- After completing, ask random students to describe the use of each type of pallet box, its durability and cost

Activity	Duration	Resources used
Identifying various types of pallet box	45 minutes	Participant handbook, pen, notebook, lap-top/computer, overhead projector, etc.

Do

- Show the following pictures of different mobile phone accessories
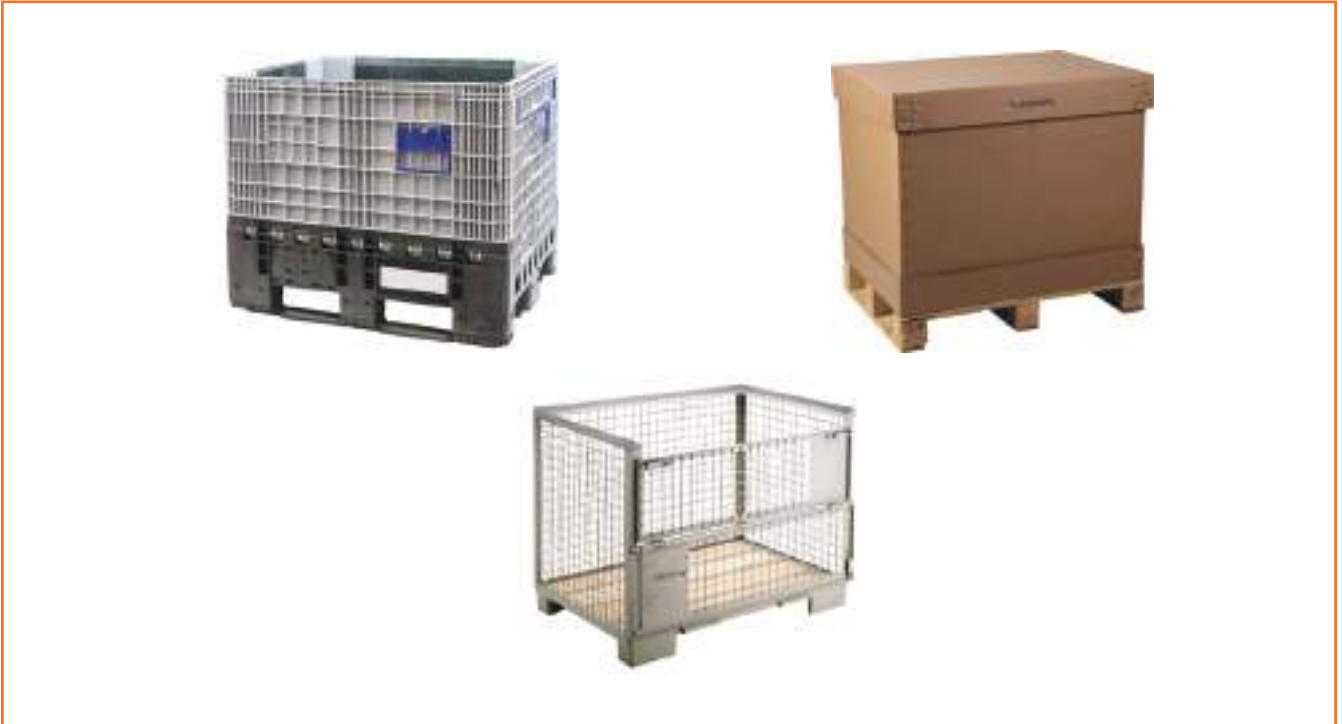
Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class

Unit 2.4: Warehouse Etiquettes

Unit Objectives

By the end of this unit, the participants will be able to:

1. Explain the warehouse etiquette while operating/working in the warehouse.
2. Perform steps for weighing and labelling the e-waste as per the standard operating procedure.
3. Demonstrate the different labelling methods for different products

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about warehouse etiquette.

Say

Good morning and welcome back to this training program on Telecom E-Waste Handler. In this session, we will learn warehouse etiquette in detail.

Ask

Ask the participants the following questions:

• Who is the e-waste weighed?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

• Weighing methods of segregated e-waste
• Types of scrap metal scales
    o Truck Scales
    o Floor Scales
    o Mobile Scale
    o Portable Scales
• Labelling of segregated e-waste

Say

Let us participate in an activity to explore the unit a little more.

Activity

- This is an individual activity
- Display pictures of different types of metal scales used for weighing e-waste
- Ask each trainee to identify the type of scale and note it down in the notebook
- After completing, ask random students to describe the use of each type of the scale they have identified, its specification and utility

Activity	Duration	Resources used
Identifying various types of metal scales	45 minutes	Participant handbook, pen, notebook, lap-top/computer, overhead projector, etc.

Do

- Show the following pictures of different mobile phone accessories
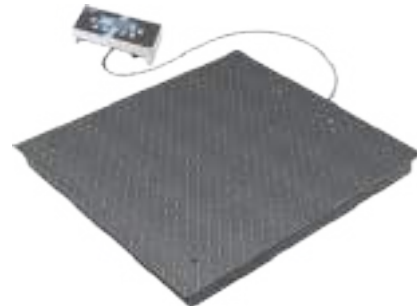
Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants

Unit 2.5: Organisational Safety and Hygiene Practices

Unit Objectives 🎯

By the end of this unit, the participants will be able to:

1. Discuss about the organisational norms for personal hygiene, workplace hygiene and sanitation practices.
2. Use proper PPE during the e-waste collection and segregation process.
3. Identify different types of fire and appropriate fire extinguishers for each of them.
4. Demonstrate firefighting techniques in case of emergency in the warehouse

Resources to be Used ⚙️

Participant Handbook, Pen, pencil, notepad, Whiteboard, Flipchart, Markers, Laptop, Overhead Pro-jector, Laser pointer, etc.

Note 📒

In this unit, we will discuss about the organisational safety and hygiene practices

Say 💬

Good morning and welcome back to this training program on Telecom E-Waste Handler. In this session, we will discuss about organisational safety and hygiene practices.

Ask 💬

Ask the participants the following questions:

• What is personal hygiene?
• What is the difference between cleaning, sanitising and disinfecting?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate ⚙️

In this session, we will discuss the following points:

• Health and safety measures
• Maintain personal hygiene
  o Correct procedure for washing hands

- Workplace hygiene
  - Cleaning, Sanitising and Disinfecting
- Personal Protective Equipment (PPE) while telecom handling e-waste
- Causes of accidents while handling e-waste
- General health issues and safety precautions at the workplace
- Safety guidelines for collecting e-waste
- Fire safety
  - Types of fire
  - Fire alarms
  - Types of firefighting equipment
  - Identification of fire extinguishers
  - Firefighting procedure
  - Reporting safety hazard
- Security policies and procedures in an organisation

Say

Let us participate in an extempore activity to understand this unit better.

Activity

- This session will be in the form of a practical demonstration
- In this activity, take the trainees outside in an open space
- Now, demonstrate the use of fire extinguishers by applying the PASS technique
- Complete the demonstration with the utmost safety
- You can also allow the trainees to practice the same, if possible

Activity	Duration	Resources used
Practical Session – PASS Technique	30 minutes	Participant handbook, pen, notebook, lap-top/computer, fire extinguisher, safety glass

Do

- Ensure safety during the activity
- Use relevant PPE while performing the demonstration

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer it and encourage peer learning in the class

Answers to Exercises for PHB

Multiple-choice Question:

1. b) Class B
2. d) All of the above
3. a) Durability
4. d) All of the above
5. d) All of the above

Descriptive:

1. Refer UNIT 2.1: Need for Proper E-Waste Disposal
   Topic - 2.1.1 Effects of Improper Disposal of Telecom E-Waste

2. Refer UNIT 2.1: Need for Proper E-Waste Disposal
   Topic - 2.1.3 Stakeholders in E-Waste Collection

3. Refer UNIT 2.2: E-waste Collection and Treatment from Telecom Sites
   Topic - 2.2.1 Collection and Processing of E-waste from Telecom Site

4. Refer UNIT 2.4: Warehouse Etiquettes
   Topic - 2.4.1 Weighing Methods of Segregated E-Waste

5. Refer UNIT 2.5 Organisational Safety and Hygiene Practices
   Topic - 2.5.3 Workplace Hygiene

3. Plan Work Effectively, Optimise Resources and Implement Safety Practices

TEL/N9101

Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Explain about workplace health and safety
2. Differentiate various health hazards
3. Demonstrate various first-aid techniques
4. Importance of safety at the workplace
5. Understand Basic hygiene Practices and hand-washing techniques
6. Explain the need for social distancing
7. Understand the reporting of hazards at the workplace
8. Explain e-waste and the process of disposing of them
9. Explain the greening of jobs

Unit 3.1: Workplace Health & Safety

Unit Objectives 🎯

By the end of this unit, the trainees will be able to:

1. Understand about workplace health and safety
2. Explain tips to design a safe workplace
3. Explain precautions to be taken at a workplace

Resources to be Used ⚙️

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note 📓

In this unit, we will discuss about workplace health & safety.

Say 💬

Good morning and welcome back to this training program on "Distributor Sales Representative". In this session, we will discuss about workplace health & safety practices.

Ask 💬

Ask the participants the following questions:

• What do you understand by workplace safety?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate ⚙️

In this session, we will discuss the following points:

• Safety: Tips to design a safe workplace
• Non-Negotiable employee safety habits

Say 💬

Let us participate in an extempore activity to understand this unit better.

Activity ⚙️

- This activity will be based on individual performance.
- Provide each trainee with a printout/Xerox copy of the safety hazard report
- Now ask each of them to fill up the report individually
- After completing, collect all the forms and evaluate them
- End the session by providing constructive feedback

Activity	Duration	Resources used
Role-play – Safety Hazard Report	40 minutes	Participant handbook, whiteboard, notebook, laptop, pen, pencil, marker, printout/Xerox copy of safety hazard report, etc.

Do ✓

- Ensure that the report contains all possible hazards in the workplace, safety measures, and ways to counter the hazards if they occur
- Guide the trainees throughout the activity

Notes for Facilitation 📝

- Ask the trainees if they have any questions
- Encourage other trainees in the class to answer it and encourage peer learning in the class
- Explain the consequences of not following the safety guidelines at the workplace

Unit 3.2: Different types of Health Hazards

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand the health hazards
2. Demonstrate First Aid Techniques

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss about various health hazards.

Say

Good morning and welcome back to this training program on "Distributor Sales Representative". In this session, we will discuss about different types of health hazards.

Ask

Ask the participants the following questions:

- What is a health hazard?
- Can you name any health hazards that may occur at the workplace?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- First aid
- First aid techniques
- For burns
- For broken bones and fractures
- For heart attack/stroke
- For head injury

- Using breathing apparatus
- Briefing and guidance for firefighters
- Evacuation process
- Special evacuation requirements for specially-abled persons
- Importance of fire safety drills

Say

Let us participate in an activity to understand this unit better.

Activity

- This session will be in the form of a "Show and Explain " activity.
- In this activity, bring a few PPE (relevant to the job role) to the class and demonstrates each of them - safety helmet, safety goggles, gloves, ear muff, respirator, harness, safety boots, etc.
- Now ask the trainees to identify the PPE and state their usage
- After the session, you will select a few volunteers and make them wear PPEs.
- The focus of this activity is to select and use appropriate personal protective equipment compatible with the work and compliant with relevant occupational health and safety guidelines.

Activity	Duration	Resources used
Practical activity - PPE	40 minutes	Participant handbook, laptop, overhead projector, internet connection, various protective equipment like safety helmet, safety goggles, gloves, ear muff, respirator, harness, safety boots, etc.

Do

- Ensure that all trainees participate in the activity
- Share your inputs and insight to encourage the trainees and add to what they talk about

Notes for Facilitation

- Encourage peer learning in the class
- Use video references from different sources for a better explanation

Unit 3.3: Importance of Safe Working Practices

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain Basic Hygiene Practices
2. Understand the importance of Social Distancing
3. Demonstrate the safe working practices

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we will discuss about the importance of safe working practices.

Say

Good morning and welcome back to this training program on "Distributor Sales Representative". In this session, we will discuss about the importance of safe working practices

Ask

Ask the participants the following questions:

• List a few personal hygiene tips that you regularly follow.
• How social distancing helps to reduce the spread of Covid 19?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Basic hygiene practices
- Personal hygiene
- Personal hygiene practices at home
- Importance of social distancing
- Social distancing and isolation
- Self-quarantine
- Disposing off the PPE kits
- Safe workplace practices
- Supplies and Accessories in the first aid box
- CPR

Say

Let us participate in a practical activity to understand this unit better.

Practical

- Gather all the trainees in the laboratory and divide them into groups of two
- Ask each group to demonstrate the correct process for performing CRP
- Ensure the students follow all the steps of CPR in the correct sequence
- This activity can also be performed on a dummy, if available

Activity	Duration	Resources used
Practical activity - CPR	60 minutes	Participant handbook, whiteboard, notebook, laptop, pen, marker, dummy (if available), etc.

Do

- Prepare in advance and use appropriate energisers
- Encourage the students to explore how the training session can help them improve their work
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

Notes for Facilitation

- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Unit 3.4: Reporting Safety Hazards

Unit Objectives 🎯

By the end of this unit, the trainees will be able to:

1. Discuss the process of reporting in case of emergency (safety hazards)
2. Understand methods of reporting hazards

Resources to be Used ⚙️

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note 📝

In this unit, we will discuss about reporting safety hazards

Say 💬

Good morning and welcome back to this training program on "Distributor Sales Representative". In this session, we will discuss about reporting safety hazards.

Ask 💬

Ask the participants the following questions:

- What is a safety hazard?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate ⚙️

In this session, we will discuss the following points:

- Methods of reporting safety hazards
- Describing hazard matrix
- Hazard report form

Say 💬

Let us participate in an activity to understand this unit better.

Activity ⚙️

- Divide the class into small groups
- Conduct a quiz and ask questions related to the unit
- Display all questions on the projector screen
- Display the correct answer after all groups have got their chances of answering a given question

Activity	Duration	Resources used
Quiz – Interpreting Signs	40 minutes	Laptop, internet connection, overhead projector, white screen, whiteboard, markers, laser pointer

Do ✓

- Ask a student to maintain the scores on the whiteboard
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight to encourage the students and add to what they talk about
- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session

Notes for Facilitation 📝

- Ask the trainees if they have any questions
- Encourage other trainees to answer it and encourage peer learning in the class
- Ask them to answer the questions given in the participant handbook

Unit 3.5: Waste Management

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand what e-waste is
2. Understand the concept of waste management
3. Explain the process of recycling e-waste

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about waste management.

Say

Good morning and welcome back to this training program on "Distributor Sales Representative". In this session, we will discuss about waste management.

Ask

Ask the participants the following questions:

• What do you understand by waste management?
• What are the sources of medical waste?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

• Introduction to e-waste
• What is e-waste?
• Electronic goods/gadgets are classified under three major heads
• E-waste management process
• Recyclable and non-recyclable waste

- Colour codes of waste collecting bins
- Waste disposal methods
- Sources of waste
- Source of Pollution
- Types of Pollution – Air, Water, Soil, Noise, Light

Say

Let us participate in an extempore activity to understand this unit better.

Activity

- This activity will be based on individual performance.
- In this activity, you will give two topics to the trainees
- The first topic in this session will be air pollution.
- The second topic on which the trainees will prepare their extempore will be on waste disposal method.
- You will randomly pick up trainees and separate them into two groups.
- Ensure that the trainees are equal in number.
- Allot the trainees 2 minutes to prepare the topic you will give them.
- After the time is up, you will call out any trainee and ask them to speak on the topic for 5 minutes.
- The trainee, with a simple explanation but rich content, will be appreciated with accolades.

Activity	Duration	Resources used
Extempore	40 minutes	Participant Handbook, Whiteboard, Notebook, Notebook, Pen, Pencil, Marker, etc.

Do

- Encourage the non-participating trainees to open up and speak
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight to encourage the students and add to what they talk about
- Ask a student to summarise what was discussed in the session

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any of the participants

Unit 3.6: Organisations' Focus on the greening of jobs

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand the concept of ESG
2. Explain the different factors of ESG

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

In this unit, we will discuss about organisations' focus on the greening of jobs.

Say

Good morning and welcome back to this training program on "Distributor Sales Representative". In this session, we will discuss the organisations' focus on the greening of jobs.

Ask

Ask the participants the following questions:

• What is ESG?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

• What is ESG?
• ESG stands for Environmental, Social, and Governance.
• Environmental, social, and governance (ESG) investing refers to a set of standards for a company's behaviour used by socially conscious investors to screen potential investments.
• Investors are increasingly applying these non-financial factors as part of their analysis process to identify material risks and growth opportunities.

- Factors of ESG
- Environmental
- Social
- Governance

Say 💬

Let us participate in a group discussion to explore the unit a little more.

Activity ⚙️

- Conduct a group discussion in the class on the factors of ESG
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of the ESG in recent times

Activity	Duration	Resources used
Group discussion	45 minutes	Participant handbook, whiteboard, notebook, notebook, pen, pencil, marker, microphone, etc.

Do ✓

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly and cordial atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation 📝

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper combination technique in group discussion

Answers to Exercises for PHB

Multiple-choice Questions:

1. a. First Aid
2. b. Luke warm
3. a. Antiseptic
4. a. Chemical hazards
5. a. Cardio Pulmonary Resuscitation

Descriptive:

1. Refer - UNIT 3.1 Hazards and Accidents in the Store and Safe Practices
   Topic – Importance of Health and Safety

2. Refer - UNIT 3.1 Hazards and Accidents in the Store and Safe Practices
   Topic – Effects of Poor Maintenance

3. Refer - UNIT 3.1 Hazards and Accidents in the Store and Safe Practices
   Topic – Importance of Health and Safety

4. Refer - UNIT 3.2 Safety Practices
   Topic – Securing Customer Records

5. Refer - UNIT 3.2 Safety Practices
   Topic – Securing Customer Records

4. Communication and Interpersonal Skills

Unit 4.1 - Interaction with Supervisor, Peers and Customers

TEL/N9102

Key Learning Outcomes

By the end of this module, the participants will be able to:

1. Understand what communication is and the importance of communication in the workplace
2. Understand effective communication and communicate effectively for success
3. Discuss types of communication - verbal and non-verbal
4. Communicate at workplace
5. Communicate effectively with superiors
6. Communicate effectively with colleagues and customers using different modes viz face-to-face, telephonic and email communication
7. Understand the hurdles to effective communication
8. Conduct professionally at the workplace
9. Respect differences in gender and ability
10. Communicate effectively with a person with disabilities
11. Respect for disabled people

Unit 4.1: Interaction with Supervisor, Peers and Customers

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand the importance of communication
2. Understand types of communication

Resources to be Used

Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss how to communicate with supervisors, peers and customers.

Say

Good morning and welcome back to this training program on "Distributor Sales Representative". In this session, we will discuss how to interact with supervisors, peers and customers.

Ask

Ask the participants the following questions:

- What is communication?
- What is non-verbal communication?
- What are the barriers to effective communication?

Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- What is communication?
- Why is communication important?
- Effective communication
- Effective communication for success

- Significance of clear and effective communication
- Types of communication
- Verbal communication
- Non-Verbal communication
  - Signs and symbols
  - Gestures and expressions
- Communication at workplace
- Communication with supervisors
- Communication with colleagues & customers
- Face-to-face communication
- Telephonic communication
- Email communication
- Importance of timely completion of tasks
- Standard operating procedure
- Escalation matrix
- Escalation mechanism
- Escalation through CRM
- Escalation Issues at work
- What does it mean to escalate an issue at work?
- When should you escalate an issue at work?
- Hurdles for effective communication
- Professional conduct
- Respect gender differences
- Communication with a disabled person
- Communicating with people with a hearing impairment
- Respect People with disability
- Safety at the workplace for people with disability
  - Responsibilities of an employer towards disabled people
- Workplace adaptations for people with disability
- Workplace adaptations

Say

Let us participate in an activity to understand this unit better.

Activity

- This is an individual activity
- Provide the trainees with a hypothetical situation mentioned below
- Consider one of your colleagues who has been facing discriminatory attitudes at the workplace related to unequal wages. Imagine yourself to be their confidant.
- State what measures you will take to solve the issue/s faced by your team member.
- Repeat the activity with all the trainees

Activity	Duration	Resources used
Mock activity	60 minutes	Participant handbook, whiteboard, laptop, notebook, pen, pencil, marker, etc.

Do

- Ensure that all trainees participate in the class.
- Encourage the non-participating trainees to open up and speak.

Notes for Facilitation

- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.
- Answer all the doubts raised by the trainees in the class
- Discuss the proper communication technique in group discussion

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. a. Signature
2. a. Late
3. b. Polite
4. a. Gestures
5. b. Effective communication

Descriptive:

1. Refer UNIT 4.1: Interaction with Supervisor, Peers and Customers
   Topic - 4.1.2 What is Communication?

2. Refer UNIT 4.1: Interaction with Supervisor, Peers and Customers
   Topic - 4.1.23 Communicating with People with a Hearing Impairment

3. Refer UNIT 4.1: Interaction with Supervisor, Peers and Customers
   Topic - 4.1.9 Face-to-face Communication

4. Refer UNIT 4.1: Interaction with Supervisor, Peers and Customers
   Topic - 4.1.21 Respect Gender Differences

5. Refer UNIT 4.1: Interaction with Supervisor, Peers and Customers
   Topic - 4.1.19 Hurdles for Effective Communication

5. Annexures

Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Telecom E-Waste Handler		
Qualification Pack Name & Ref. ID	TEL/Q2400 VERSION 4.0		
Version No.	4.0	**Version Update Date**	30/12/2021
Pre-requisites to Training (if any)	Not Applicable		
Training Outcomes	**By the end of this program, the participants will be able to:** 1. Identify a Telecom E-Waste Handler's role, responsibilities and scope of work. 2. Implement various techniques to promote appropriate e-waste handling and disposal. Discuss how to plan work effectively, implement safety practices and optimise the use of resources. 3. Demonstrate how to communicate, develop interpersonal skills and become gender and Person with Disability (PwD) sensitive.		

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Role and Responsibilities of a Telecom E-Waste8 Theory (5:00) Practical (3:00)	Introduction to mining	• Describe the size and scope of the Telecom industry and its various sub-sectors	Bridge module	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Laptop with software like MS Office and internet, Whiteboard, Marker, Projector	7 Theory (5:00) Practical (2:00)
		Introduction to the job role	• Discuss the various opportunities for Telecom E-waste Handler in the Telecom industry. • List the role and responsibilities of a Telecom E-waste Handler				7 Theory (5:00) Practical (2:00)

		Organi-sational practices	• Analyse the organisational policies on incentives, delivery standards, personnel management and public relations (PR) pertinent to the job role. • Discuss the importance of seeking help from experts during any stage of main activity in order to avoid any escalation				8 Theory (5:00) Practical (3:00)
		Scope of work	• Maintaining records of e-waste handled or generated • Promoting the importance of e-waste management and the risks associated with improper handling • Maintaining log records and packaging collected e-waste for transportation to the central warehouse				8 Theory (5:00) Practical (3:00)
2	**Handling E-Waste Properly**	**Promote impor-tance of telecom e-waste disposal**	• Explain the hazardous effects of improper disposal of telecom e-waste to retailers/ refurbisher/recyclers of Telecom waste.	TEL/N2401 PC1	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Laptop with soft-ware like MS Office and Inter-net, White-board, Marker, Projector, Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguish-er and First aid kit	8 Theory (4:00) Practical (4:00)
			• Elaborate the principle od reduce, recycle, reuse (3 R's) for managing telecom e-waste	TEL/N2401 KU13			7 Theory (3:00) Practical (4:00)
			• Discuss the best practices to be followed for proper disposal of telecom e-waste with the stakeholders	TEL/N2401 PC2			8 Theory (4:00) Practical (4:00)
			• Employ various methods for conducting a survey within concerned people and stakeholders to check their understanding of telecom e-waste disposal	TEL/N2401 PC3, KU4			8 Theory (4:00) Practical (4:00)

			• Demonstrate how to document the result of surveys in proper format and as per prescribed recording norms.	TEL/N2401 PC4		8 Theory (4:00) Practical (4:00)
		Manage telecom e-waste	• Perform steps for identifying telecom e- waste sources and then planning and visiting the telecom site for collecting e-waste	TEL/N2401 PC5		8 Theory (4:00) Practical (4:00)
			• Illustrate the process of e-waste collection from telecom sites as per the pre-appointed schedule	TEL/N2401 PC6		8 Theory (4:00) Practical (4:00)
			• Demonstrate the process of separation/ segregation of e-waste components	TEL/N2401 PC7		8 Theory (4:00) Practical (4:00)
			• Use proper containers/bags to collect telecom e-waste, • Demonstrate the use of appropriate PPE kits for e-waste collection	TEL/N2401 PC8		8 Theory (4:00) Practical (4:00)
			• Discuss about ESD and precautions to be taken while handling telecom e-waste	TEL/N2401 KU11		7 Theory (3:00) Practical (4:00)
			• Demonstrate how to issue e-waste collection receipt/ certificate to stakeholders after collecting e-waste from them.	TEL/N2401 PC9		8 Theory (4:00) Practical (4:00)
			• Emphasize on the significance of timely arranging for transport to move the e- waste from collection centre to e-waste handling centre/warehouse	TEL/N2401 PC10		8 Theory (4:00) Practical (4:00)

			• Explain the procedure for initiating the process for safe transportation of the e- waste components, avoiding leaks/ spillages	TEL/N2401 PC11, KU5		8 Theory (4:00) Practical (4:00)
			• Implement different methods for basic separation/ segregation of the components after collecting the telecom e-waste in proper containers/bags, using proper PPE	TEL/N2401 PC12, KU7		8 Theory (3:00) Practical (5:00)
			• Carry out proper stacking, packaging / containerization while ensuring physical integrity	TEL/N2401 PC13		8 Theory (3:00) Practical (5:00)
			• Perform steps for weighing and labelling the e-waste as per standard operating procedure	TEL/N2401 PC14		8 Theory (3:00) Practical (5:00)
			• Perform required steps to ensure that proper records are maintained for key parameters such as the source, nature of e-waste collected, date, weight, etc.	TEL/N2401 PC15		8 Theory (3:00) Practical (5:00)
			• Discuss the need for following warehouse etiquette while operating/working in the warehouse	TEL/N2401 PC16, KU8		8 Theory (3:00) Practical (5:00)
			• Implement appropriate firefighting techniques in case of an emergency in the warehouse while managing or handling e- waste.	TEL/N2401 PC17, KU10		8 Theory (3:00) Practical (5:00)

		Handle e-waste with safety and standardized precautions	• Elucidate the significance of adhering to organisational norms for personal hygiene, workplace hygiene and sanitation practices	TEL/N2401 PC18			8 Theory (3:00) Practical (5:00)
			• Apply suitable techniques to cleaning and disinfecting material, tools and supplies before and after use/ handling	TEL/N2401 PC19			8 Theory (3:00) Practical (5:00)
			• Describe how to report signs/ symptoms of illness of self and/or colleagues to concerned authorities as soon as possible	TEL/N2401 PC20			7 Theory (3:00) Practical (4:00)
			• Demonstrate how to dispose-off hazardous e-waste as per standard processes specified	TEL/N2401 PC21, KU16			7 Theory (3:00) Practical (4:00)
3	**Plan Work Effectively, Optimise Resources and Implement Safety Practices**	Perform work as per quality standards	• Employ appropriate ways to keep the workspace clean and tidy • Discuss how to perform individual roles and responsibilities as per the job role while taking accountability for the work • Show how to record/ document tasks completed as per the requirements within specific timelines • Perform the steps to implement schedules to ensure the timely completion of tasks • Identify the cause of a problem related to your work and validate it	TEL/N9101 PC1, PC2, PC3, PC4, PC5, PC6	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion / Quiz	Whiteboard/ blackboard marker / chalk, Duster, Computer or Laptop attached to LCD projector, Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher and First aid kit	8 Theory (4:00) Practical (4:00)

			• Apply appropriate techniques to analyse problems accurately and communicate different possible solutions to the problem				
		Maintain a safe, healthy and secure working	• Discuss how to comply with the organisation's current health, safety, security policies and procedures • Demonstrate the steps to check for water spills in and around the workspace and escalate these to the appropriate authority • Practice reporting any identified breaches in health, safety, and security policies and procedures to the designated person • Use safety materials such as goggles, gloves, earplugs, caps, ESD pins, covers, shoes, etc. • Apply required precautions to avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence • Explain the importance of regularly participating in fire drills or other safety-related workshops organised by the company	TEL/N9101 PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14			7 Theory (2:00) Practical (5:00)

			• Identify hazards such as illness, accidents, fires or any other natural calamity safely, as per the organisation's emergency procedures, within the limits of the individual's authority • Discuss the significance of reporting any hazard outside the individual's authority to the relevant person in line with organisational procedures and warn others who may be affected others who may be affected				
			• Explain how to maintain appropriate posture while sitting/ standing for long hours • Employ appropriate techniques to handle heavy and hazardous materials with care while maintaining an appropriate posture • Discuss the importance of sanitising workstations and equipment regularly • Show how to clean hands with soap and alcohol-based sanitiser regularly • Discuss how to avoid contact with anyone suffering from communicable diseases and take necessary precautions	TEL/N9101 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22			7 Theory (2:00) Practical (5:00)

			• List the safety precautions to be taken while travelling, e.g., maintain a 1m distance from others, sanitise hands regularly, wear masks, etc. • Role-play a situation to report hygiene and sanitation issues to the appropriate authority • Discuss how to follow recommended personal hygiene and sanitation practices, for example, washing/sanitising hands, covering the face with a bent elbow while coughing/sneezing, using PPE, etc.				
		Energy conserva-tion and waste manage-ment	• Apply appropriate ways to optimise the usage of material, including water, in various tasks/activities/processes • Use resources such as water, electricity and others responsibly • Demonstrate the steps to carry out routine cleaning of tools, machines and equipment • Apply appropriate ways to optimise the use of electricity/energy in various tasks/activities/processes • Perform periodic checks of the functioning of the equipment/machine and rectify wherever required	TEL/N9101 PC23, PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31, PC32, KU19,KU20, KU21, KU22			8 Theory (2:00) Practical (6:00)

			• Explain the significance of reporting malfunctioning and lapses in the maintenance of equipment • Use electrical equipment and appliances properly • Identify recyclable, non-recyclable and hazardous waste • Apply appropriate ways to deposit recyclable and reusable material at the identified location • Explain the process to dispose of non-recyclable and hazardous waste as per recommended processes				
4	**Interact Effectively with Team Members and Cus-tomers**	Interact effectively with supe-riors	• Explain how to receive work requirements from superiors and customers and interpret them correctly • Role-play a situation to inform the supervisor and/or concerned person about any unforeseen disruptions or delays • Practice participating in decision-making by providing facts and figures, giving/accepting constructive suggestions • Practice rectifying errors as per feedback and ensure the errors are not repeated	TEL/N9102 PC1, PC2, PC3, PC4	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discus-sion / Quiz	White-board and Markers, Chart paper and sketch pens, LCD Projector and Laptop for pre-sentations, Sample of escalation matrix, or-ganisation structure	8 Theory (3:00) Practical (5:00)

		Interact effective-ly with colleagues and cus-tomers	• Discuss how to comply with the organisation's policies and procedures for working with team members • Apply appropriate modes of communication, such as face-to-face, telephonic and written, to communicate professionally • Show how to respond to queries and seek/ provide clarifications if required	TEL/N9102 PC5, PC6, PC7			8 Theory (3:00) Practical (5:00)
			• Illustrate the process to coordinate with the team to integrate work as per requirements • Discuss how to resolve conflicts within the team/with customers to achieve a smooth workflow • Discuss how to recognise emotions accurately in self and others to build good relationships • prioritise team and organisation goals above personal goals	TEL/N9102 PC8, PC9, PC10, PC11			8 Theory (3:00) Practical (5:00)
		Respect differences of gender and ability	• Use inclusive language irrespective of the gender/ disability of the person • Demonstrate appropriate behaviour towards all genders and differently abled people • Scrutinise about the different types of disabilities with their respective issues. • State the work ethics, workplace etiquettes as well as standards and guidelines for all genders and PwD.	TEL/N9102 PC12, PC13, PC16, PC14, PC15			8 Theory (3:00) Practical (5:00)

			• List health and safety requirements for persons with disability. • Describe the rights, duties and benefits available at workplace for person with disability. • Explore the process of recruiting people with disability for a specific job. • Discuss the specific ways to help people with disability to overcome the challenges. • Prepare a list of institutes and government schemes that help PwD in overcoming challenges • Demonstrate the ideal behaviour with a PwD in an organization				
Total Duration							**Theory 120:00** **Practical 150:00**
On the job training **(Training provided by the relevant industry)**							**120:00**
Employability Skills (DGT/VSQ/N0101) **(https://eskillindia.org/NewEmployability)**							**30:00**
Total Duration							**Theory + Practical + OJT+ ES** **420:00**

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Telecom E-Waste Handler	
Job Role	Telecom E-Waste Handler
Qualification Pack	TEL/Q2400, V4.0
Sector Skill Council	Telecom Sector Skill Council

S. No.	Guidelines for Assessment
1	Council. Each Element/ 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 Element/ 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.
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
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 assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation		
		Theory	Practical	Viva
TEL/N2401: Promoting proper Telecom E-waste Handling and Dis-posal	PC1. inform about the hazardous effects of improper disposal of telecom e-waste to retail-ers/refurbisher/recyclers (typically the waste from tower sites, infrastructure stores and handsets in-cluding accessories)	3	4	1
	PC2. advise stakeholders about the best practices to be followed for proper disposal of telecom e-waste (such as IF, RF and Ethernet cables, battery banks, testers, routers, etc.)	2	3	-
	PC3. conduct a survey among the stakeholders to test their understanding of telecom e-waste dispos-al	1	3	1
	PC4. record the result of surveys conducted as part of promotional activities for spreading awareness on proper disposal techniques for e-waste from tel-ecom sites/towers	1	2	1
	PC5. visit the site from where the telecom e-waste can be collected	-	1	1
	PC6. manage e-waste collection from telecom sites as per the pre-appointed schedule	1	1	-
	PC7. perform basic separation/segregation of the components	1	1	-
	PC8. collect the telecom e-waste in proper contain-ers/bags, using proper PPE	1	2	1

	PC9. issue e-waste collection receipt/certificate to all stakeholders from whom the e-waste has been col-lected	1	2	-
	PC10. ensure timely availability of transport to move the e-waste from collection centre to e-waste handling centre/warehouse	1	2	1
	PC11. initiate process for safe transportation of the e-waste components, avoiding leaks/spillages	2	3	1
	PC12. perform product/type wise segregation of the components at the warehouse	2	3	1
	PC13. carry out proper stacking, packaging /containerization while ensuring physical integrity	3	2	1
	PC14. weigh and label telecom e-waste as per stand-ard operating procedure	2	3	-
	PC15. maintain record of parameters such as the source, nature of e-waste collected, date, weight, etc.	2	2	1
	PC16. follow warehouse etiquette while operat-ing/working in the warehouse	2	3	1
	PC17. employ firefighting techniques in case of an emergency in the warehouse	3	3	-
	PC18. follow recommended personal hygiene, work-place hygiene and sanitation practices	2	3	1
	PC19. clean and disinfect all material, tools and sup-plies before and after use/handling	2	2	1
	PC20. report immediately to concerned authorities in case of any signs/ symptoms of illness of self and/or colleagues	1	2	1
	PC21. comply with standard processes specified for disposal of hazardous e-waste	2	3	1
	NOS Total	**35**	**50**	**15**
TEL/N9101: Organise Work and Resources as per Health and Safety Standards	PC1. keep workspace clean and tidy	-	1	-
	PC2. perform individual role and responsibilities as per the job role while taking accountability for the work	1	1	1
	PC3. record/document tasks completed as per the requirements within specific timelines	-	1	1
	PC4. implement schedules to ensure timely completion of tasks	-	2	-
	PC5. identify the cause of a problem related to own work and validate it	2	2	-
	PC6. analyse problems accurately and communicate different possible solutions to the problem	1	2	-
	PC7. comply with organisation's current health, safety, security policies and procedures	1	1	-
	PC8. check for water spills in and around the work space and escalate these to the appropriate authority	1	2	1
	PC9. report any identified breaches in health, safety, and security policies and procedures to the designated person	1	2	1
	PC10. use safety materials such as goggles, gloves, ear plugs, caps, ESD pins, covers, shoes, etc.	1	2	1
	PC11. avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence	2	3	1
	PC12. identify hazards such as illness, accidents, fires or any other natural calamity safely, as per organisation's emergency procedures, within the limits of individual's authority	2	1	-

	PC13. participate regularly in fire drills or other safety related workshops organised by the company	1	3	-
	PC14. report any hazard outside the individual's authority to the relevant person in line with organisational procedures and warn others who may be affected	1	3	-
	PC15. maintain appropriate posture while sitting/standing for long hours	1	1	-
	PC16. handle heavy and hazardous materials with care, while maintaining appropriate posture	1	1	-
	PC17. sanitize workstation and equipment regularly	1	2	-
	PC18. clean hands with soap, alcohol-based sanitizer regularly	-	1	-
	PC19. avoid contact with anyone suffering from communicable diseases and take necessary precautions	-	1	-
	PC20. take safety precautions while travelling e.g. maintain 1m distance from others, sanitize hands regularly, wear masks, etc.	1	2	-
	PC21. report hygiene and sanitation issues to appropriate authority	1	1	-
	PC22. follow recommended personal hygiene and sanitation practices, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.	1	1	-
	PC23. optimize usage of material including water in various tasks/activities/processes	1	2	-
	PC24. use resources such as water, electricity and others responsibly	1	2	1
	PC25. carry out routine cleaning of tools, machine and equipment	1	2	-
	PC26. optimize use of electricity/energy in various tasks/activities/processes	1	3	1
	PC27. perform periodic checks of the functioning of the equipment/machine and rectify wherever required	1	3	1
	PC28. report malfunctioning and lapses in maintenance of equipment	1	2	-
	PC29. use electrical equipment and appliances properly	1	2	-
	PC30. identify recyclable, non-recyclable and hazardous waste	1	2	1
	PC31. deposit recyclable and reusable material at identified location	1	3	-
	PC32. dispose non-recyclable and hazardous waste as per recommended processes	1	3	-
	NOS Total	**30**	**60**	**10**
TEL/N9102: Interact Effectively with Team Members and Customers	PC1. receive work requirements from superiors and customers and interpret them correctly	1	2	-
	PC2. inform the supervisor and/or concerned person about any unforeseen disruptions or delays	2	4	1
	PC3. participate in decision making by providing facts and figures, giving/accepting constructive suggestions	2	5	1
	PC4. rectify errors as per feedback and ensure the errors are not repeated	2	4	-
	PC5. comply with organisation's policies and procedures for working with team members	1	2	-
	PC6. communicate professionally using appropriate mode of communication such as face-to-face, telephonic and written	2	4	1
	PC7. respond to queries and seek/provide clarifications if required	2	4	1
	PC8. co-ordinate with team to integrate work as per requirements	-	3	-

	PC9. resolve conflicts within the team/with customers to achieve smooth workflow	1	5	1
	PC10. recognize emotions accurately in self and others to build good relationships	1	4	-
	PC11. prioritize team and organization goals above personal goals	-	4	1
	PC12. maintain a conducive environment for all the genders at the workplace	2	5	1
	PC13. encourage appropriate behavior and conduct with people across gender	2	5	1
	PC14. assist team members with disability in overcoming any challenges faced in work	3	4	1
	PC15. practice appropriate verbal and non-verbal communication while interacting with People with Disability (PwD)	2	4	1
	PC16. ensure equal participation of the people across genders in discussions	2	6	-
	NOS Total	**25**	**65**	**10**
DGT/VSQ/N0101: **Employability Skills (30 Hours)**	Introduction to Employability Skills	1	1	-
	PC1. understand the significance of employability skills in meeting the jobrequirements	-	-	-
	Constitutional values – Citizenship	1	1	-
	PC2. identify constitutional values, civic rights,duties, personal values and ethics and environmentally sustainable practices	-	-	-
	Becoming a Professional in the 21st Century	1	3	-
	PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and culturalawareness, emotional awareness, continuous learning mindset etc.	-	-	-
	Basic English Skills	2	3	-
	PC4. speak with others using some basic English phrases or sentences	-	-	-
	Communication Skills	1	1	-
	PC5. follow good manners while communicatingwith others	-	-	-
	PC6. work with others in a team	-	-	-
	Diversity & Inclusion	1	1	-
	PC7. communicate and behave appropriatelywith all genders and PwD	-	-	-
	PC8. report any issues related to sexualharassment	-	-	-
	Financial and Legal Literacy	3	4	-
	PC9. use various financial products and servicessafely and securely	-	-	-
	PC10. calculate income, expenses, savings etc.	-	-	-
	PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-
	Essential Digital Skills	4	6	-
	PC12. operate digital devices and use its features and applications securely and safely	-	-	-
	PC13. use internet and social media platforms securely and safely	-	-	-
	Entrepreneurship	3	5	-
	PC14. identify and assess opportunities for potential business	-	-	-

	PC15. identify sources for arranging money andassociated financial and legal challenges	-	-	-
	Customer Service	2	2	-
	PC16. identify different types of customers	-	-	-
	PC17. identify customer needs and address them appropriately	-	-	-
	PC18. follow appropriate hygiene and groomingstandards	-	-	-
	Getting ready for apprenticeship & Jobs	1	3	-
	PC19. create a basic biodata	-	-	-
	PC20. search for suitable jobs and apply	-	-	-
	PC21. identify and register apprenticeship opportunities as per requirement	-	-	-
	NOS Total	**20**	**30**	**-**

Annexure III

List of QR Codes Used in PHB

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
1.Introduction to FMCG	UNIT 1.1: Introduction to the Telecom Industry in India	1.1.1 Introduction to the Telecom Sector in India	21	youtu.be/Cag-bcbivtM	Introduction to the Telecom Sector in India
		1.1.3 Indian Handset Market	21	youtu.be/mcHW-EBh4Iw	Indian Handset Market
		1.1.4 Top Handset Manufacturers in India	21	youtu.be/0O8UoLcYYbI	Top Handset Manufacturers in India
		1.1.5 Regulatory Authorities in the Telecom Industry in India	21	youtu.be/VeoHhkjV6qo	Regulatory Authorities in the Telecom Industry in India
	UNIT 1.2: Introduction to E-Waste	1.2.1 What is Waste?	21	youtu.be/pb0O_gR7fQo	What is Waste?

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
		1.2.2 Electronic Waste	21	youtu.be/dq7bBZUFR14	Electronic Waste
		1.2.3 Break-up of e-waste Generated in India	21	youtu.be/dI-DEBygfRg	Break-up of e-waste Generated in India
		1.2.4 E-Waste Awareness	21	youtu.be/aHaySL8EL6g	E-Waste Awareness
		1.2.5 E-Waste Problems	21	youtu.be/bEw34DyFBS4	E-Waste Problems
		1.2.6 E-Waste Recycling in India	21	youtu.be/blUf9WRHt7w	E-Waste Recycling in India

| Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
		1.2.8 General Guidelines for Collection and Storage of E-Waste	21	youtu.be/E-JixTdyCoQ	General Guidelines for Collection and Storage of E-Waste
Module 2: Handling E-Waste Properly	UNIT 2.1: Need for Proper E-Waste Disposal	2.1.1 Effects of Improper Disposal of Telecom E-Waste	60	www.youtube.com/ watch?v=zB1nML5GMxw	Effects of Improper Disposal of Telecom E-Waste
		2.1.2 E-Waste Recycling	60	youtu.be/blUf9WRHt7w	E-Waste Recycling
		2.1.5 Responsibilities Assigned to Various Stakeholders for Disposal of Telecom E-Waste	60	youtu.be/6i96r8LGUXU	Responsibilities Assigned to Various Stakeholders for Disposal of Telecom E-Waste

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
	UNIT 2.2: E-waste Collection and Treatment from Telecom Sites	2.2.1 Collection and Processing of E-waste from Telecom Site	60	www.youtube.com/watch?v=aUwFXDLOFO0	Collection and Processing of E-waste from Telecom Site
		2.2.3 Providing Certificates to Stakeholders after Collecting E-waste	60	www.youtube.com/watch?v=a1Co8a8GuT4	Providing Certificates to Stakeholders after Collecting E-waste
	UNIT 2.3 Collection, Transportation & Storage of E-waste	2.3.1 Safe Transportation of the E-Waste	60	www.youtube.com/watch?v=nWd-H7XqmsM	How should e-waste be processed?
	UNIT 2.4 Warehouse Etiquettes	2.3.4 Disposal of Hazardous E-Waste	60	www.youtube.com/watch?v=vb9QFjkEmAU	Health and Safety Measures
	UNIT 2.5 Organisational Safety and Hygiene Practices	2.5.2 Maintain Personal Hygiene	60	www.youtube.com/watch?v=l-jzAe-SQtzk	Maintain Personal Hygiene

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
		2.5.2 Maintain Personal Hygiene	60	www.youtube.com/ watch?v=QEB7wE-YFXg	Personal Protective Equipment (PPE) while Telecom Handling E-waste
		2.5.4 Causes of accidents while Handling E-Waste	60	www.youtube.com/ watch?v=ntEVHTqsq6A	Causes of accidents while Handling E-Waste
		2.5.6 Safety Guidelines for Collecting E-Waste	60	www.youtube.com/ watch?v=1k19eXJ3dH4	Safety Guidelines for Collecting E-Waste
		2.5.7 Fire Safety	60	www.youtube.com/ watch?v=UlKS_A7Xg1E	Fire Safety
3. Organize Work and Resources as per Health and Safety Standards	UNIT 3.2: Different Types of Health Hazards	3.1.2 First Aid Techniques	90	https://www.youtube.com/ watch?v=GrxevjEvk_s	First Aid at Work Place

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
	UNIT 3.3: Importance of Safe Working Practices	3.3.1 Basic Hygiene Practices	90	https://youtu.be/IsgLivAD2FE	How to properly wash your hands
	UNIT 3.3: Importance of Safe Working Practices	3.3.3 Safe Workplace Practices	90	https://youtu.be/qzdLmL4Er9E	How to give CPR to an Adult, a Child or an infant
	UNIT 3.5: time Management	3.5.6 Escalation Matrix	90	youtu.be/ccAZ9nCZSLc	Escalation Matrix PowerPoint Presentation Slides
	UNIT 3.9: Waste Management	3.9.6 E-waste Management Process	90	youtu.be/dq7bBZUFR14	E-Waste Recycling and Management

Module No.	Unit No.	Topic Name	Page No. in PHB	Link for QR Code (s)	QR code (s)
4. Communication and Interpersonal Skills	UNIT 4.1: Interaction with Supervisor, Peers and Customers	4.1.3 Effective Communication	106	https://youtu.be/8v60jWtecrQ	Effective Telephone Tips from Successfully Speaking
	UNIT 4.1: Interaction with Supervisor, Peers and Customers	4.1.5 Types of Communication	106	youtu.be/K5qQ77cmNPs	Types of Communication?
	UNIT 4.1: Interaction with Supervisor, Peers and Customers	4.1.8 Communication with Colleagues & Customers	106	youtu.be/wnzwgExFRR4	Communication with Customer and Colleagues
Employability Skills				https://www.skillindiadigital.gov.in/content/list	
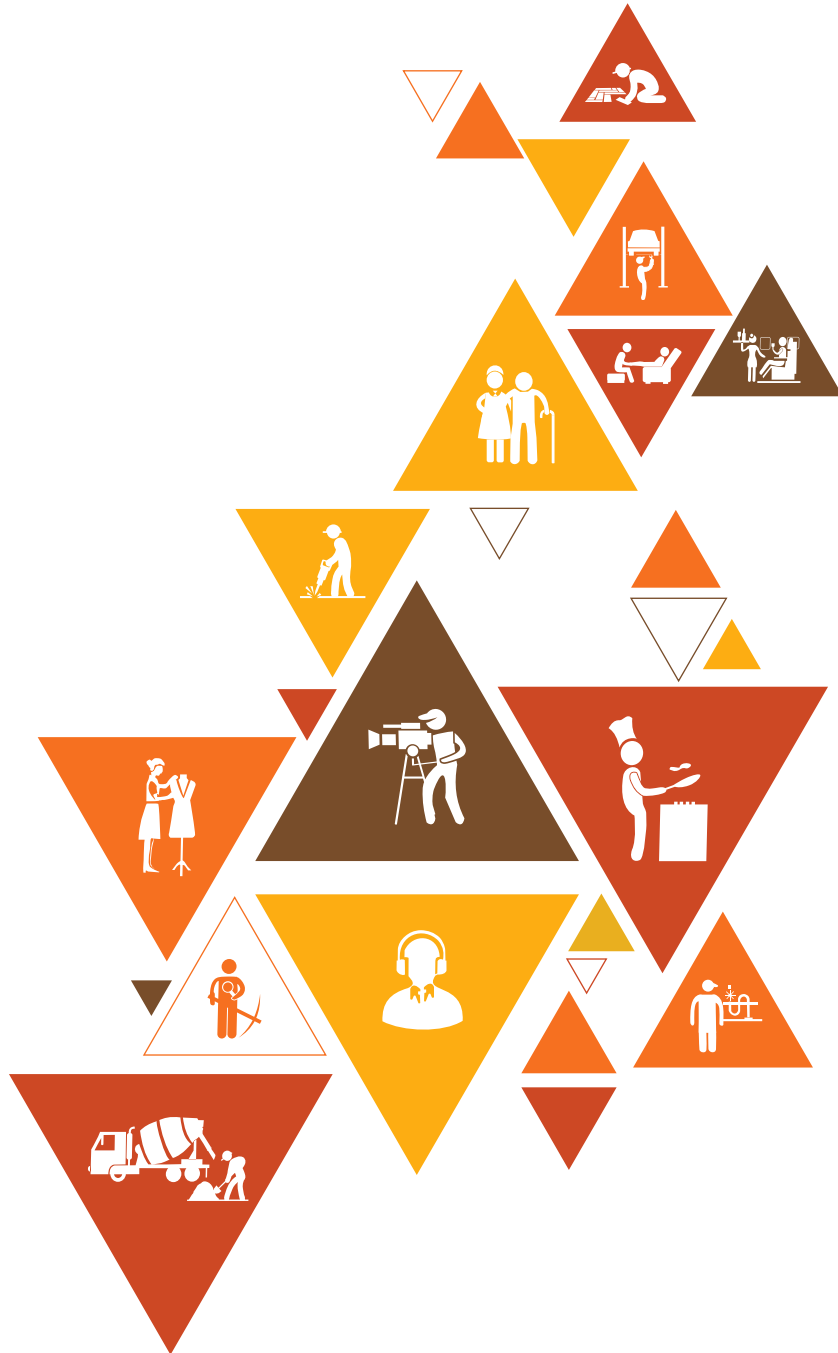
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