# Model Curriculum

**QP Name: Customer Care Executive - Non- Voice (Divyangjan)**

**QP Code: PWD/SSC/Q2211**

**QP Version: 2.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

**Expository: Speech and Hearing Impairment (E004)**

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

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# Training Parameters

| Sector | IT-ITeS |
|---|---|
| Sub-Sector | Business Process Management |
| Occupation | Customer Relationship Management |
| Country | India |
| NSQF Level | 4 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/5244.0201 |
| Minimum Educational Qualification and Experience | 12th grade pass OR 11th grade pass with 1 year experience OR Completed 1st year of 3-year diploma (after 10th) and pursuing regular diploma OR 10th grade pass plus 1-year NTC/ NAC plus 1 year experience OR 10th Grade pass with 2 year NTC (after 10th) OR 10th Grade Pass with 2 year relevant experience OR 8th grade pass plus 2-year NTC (after 8th) plus 1 Year NAC/CITS with 1 year of relevant experience OR 10th grade pass and pursuing continuous schooling OR Previous relevant Qualification of NSQF Level 3.0 with minimum education as 5th Grade pass with 2 year of relevant experience OR Previous relevant Qualification of NSQF Level 3.5 with 1 year relevant experience 18 years |
| Pre-Requisite License or Training | Training programs in customer orientation, dealing with difficult customers, written communication, etc. |
| Minimum Job Entry Age | 18 Years |
| Last Reviewed On | 20-07-2022 |
| Next Review Date | 13-09-2025 |

| NSQC Approval Date | 17/11/2022 |
|---|---|
| QP Version | 2.0 |
| Model Curriculum Creation Date | 20-07-2022 |
| Model Curriculum Valid Up to Date | 13-09-2025 |
| Model Curriculum Version | 1.0 |
| Minimum Duration of the Course | 600 hours |
| Maximum Duration of the Course | 600 hours |

# 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.

- Identify the role and importance of a voice customer service associate in supporting business operations.
- Demonstrate greetings standards, careful reading, listening, summarizing, and obtaining customer confirmation of your understanding of the query.
- Practice different questioning techniques via chat, email, and objection handling methods.
- Categorize the essential type of query like billing, technical fault, loyalty issue, sales issue and document the same.
- Maintain service tickets for queries that need time to resolve via the SLA (service level agreement) process.
- Illustrate proper ways of maintaining confidentiality of storing security and back up files for future use.
- Demonstrate application of CRM software and its purpose.
- Identify the technical specifications of the source of query, via chat/e-mail, etc.
- Demonstrate effective work planning principles.
- Recognize the importance of using time and resources effectively.
- Describe how to maintain a health, safe and secure environment at workplace.

## Compulsory Modules

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

| NOS and Module Details | Theory Duration (In hours) | Practical Duration (In hours) | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recomme | Total Duration (In hours) |
|---|---|---|---|---|---|
| **Bridge Modules (PwD)** | **62:00** | **62:00** | _ | _ | **124:00** |
| Module 1:Learn Basic Indian SignLanguage (ISL)Bridge Module (PwD) | 15:00 | 12:00 | _ | _ | 27:00 |
| Module 2: Learn Basic English Bridge Module (PwD) | 27:00 | 12:00 | _ | _ | 39:00 |
| Module 3: Personal and Social Skill Bridge Module (PwD) | 09:00 | 03:00 | _ | _ | 12:00 |
| Module 4: Professional & Ethical Behaviour in the Workplace Bridge Module (PwD) | 09:00 | 03:00 | _ | _ | 12:00 |
| Module 5: Developing Keyboarding Skills Bridge Module (PwD) | 00:00 | 30:00 | - | - | 30:00 |

| | | | | | |
|---|---|---|---|---|---|
| Module 6:*(Bridge Module):* IT-ITeS/BPM Industry – An Introduction | 02:00 | 02:00 | 00:00 | 00:00 | 04:00 |
| **SSC/N3021 Deal remotely with customer queries - Domestic** **NOS Version No. 2** **NSQF Level 4** | **100:00** | **241:00** | **00:00** | **00:00** | **341:00** |
| Module 7: Attending customer queries | 12:00 | 32:00 | 00:00 | 00:00 | 44:00 |
| Module 8: Process of query management | 12:00 | 30:00 | 00:00 | 00:00 | 42:00 |
| Module 9: Deal with customer queries | 12:00 | 30:00 | 00:00 | 00:00 | 42:00 |
| Module 10: Documentationprocess for customer Queries | 18:00 | 30:00 | 00:00 | 00:00 | 48:00 |
| Module 11: Manage queryresolution | 12:00 | 30:00 | 00:00 | 00:00 | 42:00 |
| Module 12: Technical skillsfor handling customer Queries | 12:00 | 30:00 | 00:00 | 00:00 | 42:00 |
| Module 13: Software requirement for domestic non voice process | 12:00 | 30:00 | 00:00 | 00:00 | 42:00 |
| Module 14: Process requirement for handling Customers | 10:00 | 29:00 | 00:00 | 00:00 | 39:00 |
| **SSC/N9001 Manage your work to meet requirements** **NOS Version No. 2** **NSQF Level 4** | **10:00** | **32:00** | **00:00** | **00:00** | **42:00** |
| Module 15: Manage your work to meet requirements | 10:00 | 32:00 | 00:00 | 00:00 | 42:00 |
| **SSC/N9003 Maintain a healthy, safe and secure working environment** **NOS Version No. 2** **NSQF Level 4** | **08:00** | **25:00** | **00:00** | **00:00** | **33:00** |
| Module 16: Managing Health and Safety | 08:00 | 25:00 | 00:00 | 00:00 | 33:00 |
| **Employability Skills DGT/VSQ/N0102** | **60** | **00:00** | **00:00** | **00:00** | **60** |
| Introduction to Employability Skills | 1.5 | 00:00 | 00:00 | 00:00 | 1.5 |
| Constitutional values – Citizenship | 1.5 | 00:00 | 00:00 | 00:00 | 1.5 |
| Becoming a Professional in the 21st Century | 2.5 | 00:00 | 00:00 | 00:00 | 2.5 |

| | | | | | |
|---|---|---|---|---|---|
| Basic English Skills | 10 | 00:00 | 00:00 | 00:00 | 10 |
| Career Development & Goal Setting | 2 | 00:00 | 00:00 | 00:00 | 2 |
| Communication Skills | 5 | 00:00 | 00:00 | 00:00 | 5 |
| Diversity & Inclusion | 2.5 | 00:00 | 00:00 | 00:00 | 2.5 |
| Financial and Legal Literacy | 5 | 00:00 | 00:00 | 00:00 | 5 |
| Essential Digital Skills | 10 | 00:00 | 00:00 | 00:00 | 10 |
| Entrepreneurship | 7 | 00:00 | 00:00 | 00:00 | 7 |
| Customer Service | 5 | 00:00 | 00:00 | 00:00 | 5 |
| Getting ready for apprenticeship & Jobs | 8 | 00:00 | 00:00 | 00:00 | 8 |
| Total Duration | 240:00 | 360:00 | 00:00 | 00:00 | 600:00 |

# Module Details

## Module 1: Learn Basic Indian Sign Language (ISL)
## Mapped to: Bridge Module

**Terminal Outcomes**:
• Communicate using basic Indian Sign Language.

| Duration: 15:00(In Hours) | Duration: 12:00(In Hours) |
|---|---|
| **Theory: Key Learning Outcomes** | **Practical: Key Learning Outcomes** |
| <ul><li>Discuss the regional differences in signs used in Indian Sign Language.</li><li>Describe ways to greet and respond to others.</li><li>Explain significance of facial expressions and gestures in enhancing meaning of signed words.</li><li>Discuss the general sentence rules used while signing</li></ul> | <ul><li>Demonstrate introductions and greetings using Indian Sign language</li><li>Demonstrate use of finger spellings in ISL (for example: names, places and abbreviations.)</li><li>Express simple actions and feeling using ISL.</li><li>Express information related to time, directions, numbers and currency using ISL.</li><li>Express information related to self-using ISL. (e.g., name, native place, city, state, family members, work etc.)</li></ul> |
| **Classroom Aids** ||
| Laptop, white board, marker, projector ||
| **Tools, Equipment and Other Requirements** ||
| LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk ||

## Module 2: Learn Basic English
### Mapped to: Bridge Module

**Terminal Outcomes:**

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

| Duration: 27:00(In Hours) | Duration: 12:00(In Hours) |
|---|---|
| **Theory: Key Learning Outcomes** | **Practical: Key Learning Outcomes** |
| <ul><li>Identify and write Alphabet and Letters.</li><li>Identify various vowel and consonant sounds in various words.</li><li>Recognize words and phrases related to formal and informal greetings.</li><li>Recognize simple personal information about self and others (e.g. name, age, place of residence etc.).</li><li>Recognize very simple words related to home, neighborhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes, food, and drinks.</li><li>Recognize simple pronouns (he/she/we/they).</li><li>Comprehend basic hobby related verbs (like playing, singing, dancing).</li><li>Recognize common verbs related to movement of transport (e.g. buses run, boats sail).</li><li>Recognize words related to common feelings and emotions. (e.g. sad, unhappy, depressed, irritated, furious, angry).</li><li>Recognize familiar English words and phrases used in the workplace for example instructions related to direction, safety, date and time etc. (vocabulary: stop, close the door).</li><li>Differentiate between Spoken and Written English.</li></ul> | <ul><li>Demonstrate the correct way to pronounce words with the right stress.</li><li>Read and write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status).</li><li>Use simple words related to common diseases in sentences (e.g. cold, cough, headache, fever and pain).</li><li>Read and write simple sentences using names of everyday objects, places, directions. (e.g. I live in Delhi.).</li><li>Read and write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.).</li><li>Read and write words and short phrases to describe travel, holidays, and vacations.</li><li>Read and frame written answers to simple questions related to self, food preferences, feelings etc.</li><li>Identify and read health, safety, and security signage (images/graphics) in English; at work and public places or on gadgets and appliances.</li><li>Read and write basic familiar words and phrases to identify areas of work, responsibilities, and working relationships.</li><li>Read and write simple sentences describing activities planned for the next day/week/month.</li><li>Pronounce words related to professions correctly.</li></ul> |

|  | ● Ask and answer questions related to their job correctly.<br>● Discuss activities planned day/ for the next week/month at the workplace.<br>● Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications). |
|---|---|

**Classroom Aids**

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

**Tools, Equipment and other requirements**

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

## Module 3: Personal and Social Skill
## Mapped to: Bridge Module

**Terminal Outcomes:**
Manage Professional and Social behaviour.

| Duration: 09:00(In Hours) | Duration: 3:00(In Hours) |
|---|---|
| **Theory: Key Learning Outcomes** | **Practical: Key Learning Outcomes** |
| ● Discuss the importance of professional appearance and behaviour at workplace. <br> ● Discuss the importance of following social etiquette in formal and informal settings. <br> ● Explain the principles of communication. <br> ● Discuss the barriers to effective communication and ways to overcome these. <br> ● Discuss the importance of managing stress | ● Display professional appearance. <br> ● Demonstrate formal and informal communication etiquettes/gestures/body language in dealing with seniors/peers or clients. <br> ● Demonstrate ways to manage stress as per choice like breathing exercises/ spending time with friends etc. <br> ● Create a method for stress management with reference to self by listing techniques/steps |
| **Classroom Aids** | |
| Laptop, white board, marker, projector | |
| **Tools, Equipment and other requirements** | |
| LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk | |

**Module 4 : Professional & Ethical Behaviour in the Workplace**

**Mapped to: Bridge Module**

**Terminal Outcomes:**

Maintain professional and ethical behaviour in the work environment.

| Duration: 09:00(In Hours) | Duration: 3:00(In Hours) |
|---|---|
| **Theory: Key Learning Outcomes** | **Practical: Key Learning Outcomes** |
| • Discuss the importance of Completing task/assignments on time/ by prioritizing.<br>• Discuss the importance and challenges of team work in an organisation to achieve goals.<br>• Discuss the importance of seeking assistance from peers and supervisor when required.<br>• Outline the importance of maintaining privacy and confidentiality.<br>• Discuss situations that may lead to conflict of interest with peers/organization and ways to resolves them. | • Prepare a work schedule prioritising given tasks.<br>• Demonstrate effective team behaviour to accomplish a given task.<br>• List activities/write application to seek assistance of supervisor/peers. |
| **Classroom Aids** | |
| Laptop, white board, marker, projector | |
| **Tools, Equipment and other requirements** | |
| LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk | |

**Module 5: Developing Keyboard Skills Computer Training**

**Mapped to: Bridge Module**

**Terminal Outcomes:**

● Learn the basics of computers.

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

## Module 6 : IT-ITeS/BPM Industry – An Introduction
*Bridge Module*

**Terminal Outcomes:**

- Comprehend various delivery models used in the IT-BPM industry.
- Examine the current growth and development standards of the IT-BPM customer service industry.

| **Duration**: *02:00(In Hours)* | **Duration**: *02:00(In Hours)* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Explain the relevance of the IT-BPM sector.<br>• Identify the career path for a customer relationship manager. | • Collate information, evidence, and articles regarding the IT- ITeS/BPM industry through internet surfing.<br>• Analyse the key emerging trends in the IT- BPM industry via the gathered information.<br>• Categorize specific applications where non-voice customer service operations are used. |
| **Classroom Aids:** | |
| Whiteboard and Markers , Chart paper and sketch pens , LCD Projector and Laptop for presentations | |
| **Tools, Equipment and Other Requirements:** | |
| PCs/Laptops , Internet with Wi-Fi (Min 2 Mbps Dedicated), LCD TV, Visual curricula, Assistive Aid/ Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk | |

## Module 7 : Attending Customer Queries *Mapped to SSC/N3021, v2.0*

**Terminal Outcomes:**

- Explain the concept of non-voice customer relationship management.
- Identify the role and importance of a non-voice customer service associate in supporting business operations.

| **Duration**: *12:00(In Hours)* | **Duration**: *32:00(In Hours)* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • List the various segments in non-voice customer service, tools, and techniques. <br> • Identify the role and importance of non-voice technology tools for resolving queries. | • Use techniques for careful reading (email or chat), visualizing, summarizing, and obtaining confirmation of the understanding of the query. <br> • Capture query and identify SLA for resolution. <br> • Implement policies provided as per guidelines when dealing with remote queries. |
| **Classroom Aids:** | |
| Whiteboard and Markers , Chart paper and sketch pens , LCD Projector and Laptop for presentations | |
| **Tools, Equipment and Other Requirements:** | |
| PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated) ,Microphone / voice system for lecture and class activities . Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook /Any other Email Client, and chat tools, Sample CRM ticketing tool for demonstration. Internet messenger , Web based Chat tools , LCD TV, Visual curricula, Assistive Aid/ Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk | |

## Module 8 : Process of Query Management
*Mapped to SSC/N3021, v2.0*

**Terminal Outcomes:**

- Organize the data being entered from multiple sources to check authenticity of the query.
- Categorize the essential type of query like billing, technical fault, loyalty issue, sales issue and document the same.

| Duration: 12:00(In Hours) | Duration: 30:00(In Hours) |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • List different software needed for query management and tracking, recording customer complaints like MS office, MS Excel, and other licensed software.<br>• Distinguish the types of technical and non-technical queries. | • Solve routine problems via web or chat, largely through precedent and referral to general guidelines<br>• Demonstrate use of query resolution software or process in line with service level agreements (SLAs).<br>• Get confirmation that queries have been resolved to satisfaction. |
| **Classroom Aids:** | |
| Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations | |
| **Tools, Equipment and Other Requirements:** | |
| PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated) ,Microphone / voice system for lecture and class activities . Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook /Any other Email Client, and chat tools, Sample CRM ticketing tool for demonstration, Internet messenger, Web based Chat tools , LCD TV, Visual curricula, Assistive Aid/ Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk | |

**Module 9 : Deal with Customer Queries**
*Mapped to SSC/N3021, v2.0*

**Terminal Outcomes:**

- Demonstrate greetings standards, careful visualizing, reading, summarizing, and obtaining customer confirmation of your understanding of the query.
- Understand the query escalation process for further action.

| **Duration:** *12:00(In Hours)* | **Duration:** *30:00(In Hours)* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss the importance of documenting, classifying and prioritizing queries<br>• Select a correct solution from customer relationship management (CRM) tool, basis the query. | • Follow standard scripts for responding on email/chat to regular customer queries.<br>• Request for clarification and gain confirmation on customer needs, in order to close the query.<br>• Record the query in the CRM tool and set suitable timeline for resolution.<br>• Evaluate query resolution viz process timelines and escalate as per guidelines. |
| **Classroom Aids:** | |
| Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations | |
| **Tools, Equipment and Other Requirements:** | |
| PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated) ,Microphone / voice system for lecture and class activities . Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook /Any other Email Client, and chat tools, Sample CRM ticketing tool for demonstration, Internet messenger ,Web based Chat tools , LCD TV, Visual curricula, Assistive Aid/ Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk | |

**Module 10 : Documentation Process for Customer Queries**
*Mapped to SSC/N3021, v2.0*

**Terminal Outcomes:**

- Demonstrate different styles and approaches of documentation for effective query handling.
- Maintain service tickets for queries that needs time to resolve.

| **Duration:** *18:00(In Hours)* | **Duration:** *30:00(In Hours)* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • List the common types of documentation process used to record queries.<br>• Select the correct category of documentation as per the list mentioned in the query management tool.<br>• Select relevant product reference guides or support materials to resolve queries. | • Outline different styles/approaches of documentation when working with a variety of queries.<br>• Demonstrate note taking in incident query tool during capture of the information.<br>• Maintain service tickets for queries that needs time to resolve and update the SLA. |
| **Classroom Aids:** | |
| Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations | |
| **Tools, Equipment and Other Requirements:** | |
| PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated) ,Microphone / voice system for lecture and class activities . Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook /Any other Email Client, and chat tools, Sample CRM ticketing tool for demonstration, Internet messenger and Web based Chat tools , LCD TV, Visual curricula, Assistive Aid/ Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk | |

**Module 11: Manage Query Resolution**
*Mapped to SSC/N3021, v2.0*

**Terminal Outcomes:**

- Create a workflow that routes service requests with high priority concerns into separate folders with subject-specific task queues.
- Summarize the steps conducted to resolve the query and get it approved by end user with balanced judgement

| **Duration**: *12:00(In Hours)* | **Duration**: *30:00(In Hours)* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Analyse past records and data stored in CRM tool to figure out if in the past, have faced any similar issue.<br>• Discuss various balanced judgments to different situations that could be used as a resolution. | • Create a set of professionally designed canned messages to provide quick response to any query<br>• Include a chat button with all email responses<br>• Summarize the steps conducted to resolve the query.<br>• Design templates to record the query with the resolution for future reference. |
| **Classroom Aids:** | |
| Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations | |
| **Tools, Equipment and Other Requirements:** | |
| PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated) ,Microphone / voice system for lecture and class activities . Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook /Any other Email Client, and chat tools, Sample CRM ticketing tool for demonstration, Internet messenger, Web based Chat tools , LCD TV, Visual curricula, Assistive Aid/ Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk | |

## Module 12: Technical Skills for handling Customer Queries
*Mapped to SSC/N3021, v2.0*

**Terminal Outcomes:**

- Illustrate proper ways of maintaining confidentiality of storing security and back up files for future use.
- Demonstrate application of various IT components including browsers, social media, and various operating systems.

| **Duration:** *12:00(In Hours)* | **Duration:** *30:00(In Hours)* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss the possible IT usage and components required like e-mail platform/ webchat platform. | • Analyse customer's database to identify the query domain and categorise as internal or external.<br>• Ensure confidentiality with customer data when a query is being resolved.<br>• Record in the CRM Tool, customer preference for being contacted, post resolution. |
| **Classroom Aids:** | |
| Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations | |
| **Tools, Equipment and Other Requirements:** | |
| PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated) ,Microphone / voice system for lecture and class activities . Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook /Any other Email Client, and chat tools, Sample CRM ticketing tool for demonstration, Internet messenger, Web based Chat tools , LCD TV, Visual curricula, Assistive Aid/ Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk | |

**Module 13 : Software Requirement for Domestic Non voice Process**
*Mapped to SSC/N3021, v2.0*

**Terminal Outcomes:**

- Demonstrate application of CRM software and its purpose.
- Identify the technical specifications of the source of query, via chat/e-mail, etc.

| **Duration**: *12:00(In Hours)* | **Duration**: *30:00(In Hours)* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Identify the type of technicalities required for query management through e-mail/ chat (inbound or outbound). | • Demonstrate the use of CRM software tool for maintaining database. <br> • Evaluate how CRM software handles issues related to Contact management, Lead management, Email tracking, social media management, Query Resolution, etc. |
| **Classroom Aids:** | |
| Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations | |
| **Tools, Equipment and Other Requirements:** | |
| PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated) ,Microphone / voice system for lecture and class activities . Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook /Any other Email Client, and chat tools, Sample CRM ticketing tool for demonstration, Internet messenger, Web based Chat tools , LCD TV, Visual curricula, Assistive Aid/ Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk | |

**Module 14: Process Requirement for handling Customers**
*Mapped to SSC/N3021, v2.0*

**Terminal Outcomes:**

- Discuss the core differences between non-voice and voice profiles.
- Demonstrate practical applications of chat initiation tool for conducting business.

| **Duration**: *10:00(In Hours)* | **Duration**: *29:00(In Hours)* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Outline sectors in which domestic non-voice can be leveraged example tourism, hospitality, banking, etc.</li><li>Differentiate between process flows for separate verticals example insurance versus health care.</li></ul> | <ul><li>Create a process flow from a query initiation to its final resolution</li><li>Communicate with customers in an amicable way and refrain from confrontation, while noting a customer query.</li><li>Advise the customer w.r.t. time frame if still investigating, researching the query.</li></ul> |
| **Classroom Aids:** | |
| Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations | |
| **Tools, Equipment and Other Requirements:** | |
| PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated) ,Microphone / voice system for lecture and class activities . Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook /Any other Email Client, and chat tools, Sample CRM ticketing tool for demonstration, Internet messenger , Web based Chat tools , LCD TV, Visual curricula, Assistive Aid/ Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk | |

**Module 15: Manage your Work to meet Requirements**
*Mapped to SSC/N9001, v2.0*

**Terminal Outcomes:**

- Define the scope of work.
- Demonstrate effective work planning principles.
- Recognize the importance of using time and resources effectively.

| **Duration**: *10:00(In Hours)* | **Duration**: *32:00(In Hours)* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| <ul><li>Discuss the role, responsibilities, and limits of the responsibilities.</li><li>Discuss the importance of gathering detailed work requirements and prioritizing work areas.</li><li>Identify commonly made mistakes in the prioritized work areas.</li><li>Explain the importance of completing work accurately.</li></ul> | <ul><li>Analyse needs, requirements, and dependencies in order to meet the work requirements.</li><li>Apply resource management principles and techniques.</li><li>Demonstrate the ways to maintain an organized work area.</li><li>Apply effective time management principles.</li></ul> |
| **Classroom Aids:** | |
| Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations | |
| **Tools, Equipment and Other Requirements:** | |
| PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated) ,Microphone / voice system for lecture and class activities . Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook /Any other Email Client, and chat tools, Sample CRM ticketing tool for demonstration, Internet messenger, Web based Chat tools , LCD TV, Visual curricula, Assistive Aid/ Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk | |

**Module 16: Managing Health and Safety**
*Mapped to SSC/N9003, v2.0*

**Terminal Outcomes:**

- Describe how to maintain a health, safe and secure environment at workplace.

| **Duration**: *08:00(In Hours)* | **Duration**: *25:00(In Hours)* |
|---|---|
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| • Discuss the importance of complying with organizational health, safety and security policies and procedures.<br>• Discuss possible roles and responsibilities that an employee can take up with respect to workplace safety management.<br>• Evaluate sample organizational emergency procedures.<br>• Identify mechanisms to improve workplace health, safety, and security.<br>• Label appropriate personal protective equipment needed for a job role. | • Demonstrate the identification of possible breaches in health, safety, and security policies.<br>• Document health, safety, and security breaches.<br>• Design a contingency plan for emergency situations like fire, short circuit, accidents, earthquake, etc.<br>• Demonstrate the use of First Aid, CPR, and safety evacuation process as part of routine operations. |

| **Classroom Aids:** |
|---|
| Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations |

| **Tools, Equipment and Other Requirements:** |
|---|
| PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated) ,Microphone / voice system for lecture and class activities . Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook /Any other Email Client, and chat tools, Sample CRM ticketing tool for demonstration, Internet messenger , Web based Chat tools , LCD TV, Visual curricula, Assistive Aid/ Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk |

# Annexure

## Trainer Requirements

| Trainer Prerequisites | | | | | | |
|---|---|---|---|---|---|---|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | *Years* | *Specialization* | *Years* | *Specialization* | |
| Minimum 10th Standard. | Preferred Master's degree in any discipline | Minimum 2 years' experience in the non-voice domain | | 1 year preferred | Minimum 2 years' experience in the customer relationship management domain | 2 years of work/training experience with respect to QP/Occupation. Additional certification in customer orientation, dealing with difficult customers, written communication etc. will be an added advantage. |

| Trainer Certification | | |
|---|---|---|
| Domain Certification | Platform Certification | Disability specific Top Up training |
| Minimum accepted score in SSC Assessment is 80% per NOS being taught in "SSC/Q2211, V 2.0" | Recommended that the trainer is certified for the Job role "Trainer" mapped to the Qualification Pack "MEP/Q2601".<br><br>Minimum accepted score is 80% aggregate | The Inclusive Trainer should be certified in Disability Specific Top Up Training PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. |

## Assessor Requirements

| Assessor Prerequisites | | | | | |
|---|---|---|---|---|---|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training/Assessment Experience | | Remarks |
| | | *Years* | *Specialization* | *Years* | *Specialization* | |
| Graduate in any discipline | | 2 | Experience that involves client interaction | 1-2 | Experience that involves client interaction | |

| Assessor Certification | | |
|---|---|---|
| Domain Certification | Platform Certification | Disability specific Top Up training |
| Not Applicable | Not Applicable | The Inclusive Assessor should be certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. |

## Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the learner on the required competencies of the program.

**Assessment System Overview**

A uniform assessment of job candidates as per industry standards facilitates progress of the industry by filtering employable individuals while simultaneously providing candidates with an analysis of personal strengths and weaknesses.

**Assessment Criteria**

Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.

The assessment for the theory part will be based on a knowledge bank of questions created by the SSC. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

| Guidelines for Assessment | | | |
|---|---|---|---|
| **Testing Environment** | **Tasks and Functions** | **Productivity** | **Teamwork** |
| • Carry out assessments under realistic work pressures that are found in the normal industry workplace (or simulated workplace).<br>• Ensure that the range of materials, equipment, and tools that learners use are current and of the type routinely found in the normal industry workplace (or simulated workplace) environments. | • Assess that all tasks and functions are completed in a way, and to a timescale, that is acceptable in the normal industry workplace.<br>• Assign workplace (or simulated workplace) responsibilities that enable learners to meet the requirements of the NOS. | • Productivity levels must be checked to ensure that it reflects those that are found in the work situation being replicated. | • Provide situations that allow learners to interact with the range of personnel and contractors found in the normal industry workplace (or simulated workplace). |

**Assessment Quality Assurance framework**

NASSCOM provides two assessment frameworks NAC and NAC-Tech.

**NAC (NASSCOM Assessment of Competence)**

NAC follows a test matrix to assess Speaking & Listening, Analytical, Quantitative, Writing, and Keyboard skills of candidates appearing for assessment.

**NAC-Tech**

NAC-Tech test matrix includes assessment of Communication, Reading, Analytical, Logical Reasoning, Work Management, Computer Fundamentals, Operating Systems, RDBMS, SDLC, Algorithms & Programming Fundamentals, and System Architecture skills.

**Methods of Validation**

To pass a QP, a trainee should score an average of 70% across generic NOS' and a minimum of 70% for each technical NOS. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

**Method of assessment documentation and access**

The assessment agency will upload the result of assessment in the portal. The data will not be accessible for change by the assessment agency after the upload. The assessment data will be validated by SSC assessment team. After upload, only SSC can access this data.

# Guidelines for Trainer

**Accommodation Guideline recommended for Inclusive Trainers**

**Persons with Speech and Hearing Impairment**

**Characteristics**

- Use other senses as mediums of learning. (Use gestures, body language, expressions, lip reading etc.).
- Use adapted material such as visual or sight vocabulary to provide first-hand experience.
- Use assistive devices such as hearing aid, loop system etc.
- Teach how to access sound-based information.

**Guidelines for Trainers**

- Make sure you are aware of the learners' language abilities and preferred learning style to ensure inclusion into the group.
- When you have a student with SHI in the group, reduce background noise or, request for a classroom that is away from noise. Make sure you have the whole group's attention before starting the session.
- Allow SHI students to sit where they wish. SHI students who can read the lip should sit near the front. (Optimum distance for lip-reading is considered to be about 6 feet.).
- Face the SHI student when speaking.
- Use clear speech.
- Make sure the room is well lit to allow the student with SHI to see your facial expression, signing and/ or lip read.
- Use assistive device where available, to facilitate teaching-learning in the classroom.
- Arrange the classroom so that students can see each other, e.g., organizing the class in a circle or semicircle allows all students to see each other.
- Use shorter sentences, clearer speech.
- Associate words with real objects, pictures; for example, the colour concept.
- Use pictures (flash cards), real objects, real experiences, dramatization, and activities.
- You can write key points on the board or chart.
- Encourage other people or staff to develop communication strategies so that they can get into the style of students with SHI.

# References

## Glossary

| Term | Description |
|---|---|
| Key Learning Outcome | Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application). |
| Training Outcome | Training outcome is a statement of what a learner will know, understand and be able to do **upon the completion of the training**. |
| Terminal Outcome | Terminal outcome is a statement of what a learner will know, understand and be able to do **upon the completion of a module.** A set of terminal outcomes help to achieve the training outcome. |
| National Occupational Standard | National Occupational Standard specify the standard of performance an individual must achieve when carrying out a function in the workplace |
| Persons With Disability | Persons with Disability are those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. |
| Integrated Development Environment | An integrated development environment is a software application that provides comprehensive facilities to computer programmers for software development. |

## Acronyms and Abbreviations

| Term | Description |
|------|-------------|
| QP | Qualification Pack |
| NSQF | National Skills Qualification Framework |
| NSQC | National Skills Qualification Committee |
| NOS | National Occupational Standards |
| SSC | Skill Sectors Councils |
| NASSCOM | National Association of Software & Service Companies |
| PwD | Persons with Disability |
| IDE | Integrated Development Environment |