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: Blindness/Visual Impairment (E002)

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	20-07-2021
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	870 hours
Maximum Duration of the Course	870 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 (Recommended)	Total Duration (In hours)
Bridge Modules (PwD)	**62:00**	**213:00**	_	_	**275:00**
Module 1: Learn basic Braille Bridge Module (PwD)	03:00	21:00	_	_	24:00
Module 2: Learn Basic English Bridge Module (PwD)	21:00	24:00	_	_	45:00
Module 3: Orientation & Mobility Bridge Module (PwD)	03:00	27:00	_	_	30:00
Module 4: Use Smart Phone Bridge Module (PwD)	03:00	18:00	_	_	21:00
Module 5: Computer Training Bridge Module (PwD)	30:00	120:00	-	-	150:00

Module 6 (Bridge Module): IT-ITeS/BPM Industry – An Introduction	02:00	02:00 +01:00	00:00	00:00	05:00
SSC/N3021 Deal remotely with customer queries - Domestic **NOS Version No. 2** **NSQF Level 4**	100:00	241:00 +90:00	00:00	00:00	431:00
Module 7: Attending customer queries	12:00	32:00 +14:00	00:00	00:00	58:00
Module 8: Process of query management	12:00	30:00 +11:00	00:00	00:00	53:00
Module 9: Deal with customer queries	12:00	30:00 +11:00	00:00	00:00	53:00
Module 10:Documentation process for customer queries	18:00	30:00 +11:00	00:00	00:00	59:00
Module 11: Manage queryresolution	12:00	30:00 +11:00	00:00	00:00	53:00
Module 12: Technical skillsfor handling customer queries	12:00	30:00 +11:00	00:00	00:00	53:00
Module 13: Software requirement for domestic non voice process	12:00	30:00 +11:00	00:00	00:00	53:00
Module 14: Process requirement for handling customers	10:00	29:00 +10:00	00:00	00:00	49:00
SSC/N9001 Manage your work to meet requirements **NOS Version No. 2** **NSQF Level 4**	10:00	32:00 +17:00	00:00	00:00	59:00
Module 15: Manage your work to meet requirements	10:00	32:00 +17:00	00:00	00:00	59:00
SSC/N9003 Maintain a healthy, safe and secure working environment **NOS Version No. 2** **NSQF Level 4**	08:00	25:00 +12:00	00:00	00:00	45:00
Module 16: Managing Health and Safety	08:00	25:00 +12:00	00:00	00:00	45:00
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**	**630:00**	**00:00**	**00:00**	**870:00**

Module Details

Module 1: Learn Basic Braille

Mapped to: Bridge Module

Terminal Outcomes:

- Read and write basic Braille.

Duration: 03:00 (In Hours)	Duration: 21:00 (In Hours)
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Discuss the history and significance of the invention of Braille. - Describe the concept of Dots and Cells in Braille. - Distinguish between Old and modern Braille slates.	- Read and write text in Braille by using appropriate hand movements. - Recognize Braille characters, words, sentences, paragraphs, and placement of text. - Demonstrate use of Braille equipment (such as Positioning Braille slate, inserting paper in the slate, use of stylus). - Demonstrate correct sitting posture while using Braille devices. - Demonstrate how to use technology to replace manual Braille typing (such as using Orbit 20).
Classroom Aids	
Braille books. Braille Cubes. Braille Slate and Stylus; Braille Sheets; Braille Typewriter.	
Tools, Equipment and other requirements	
- Audio Films on Braille teaching with visual portions described and demonstrated by the trainer on one to one basis. - Sheets containing words/ sentences/ paragraphs in local language in open (uncontracted) Braille. - Books in interline and inter point local language in open (uncontracted) Braille. - Computer. - Low cost Braille note taker. - Stylus and interline and interpoint Braille slate. - Braille writing paper. - Braille Note taker such as Orbit 20.	

Module 2: Learn Basic English

Mapped to: Bridge Module

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

Duration: 21:00 (In Hours)	Duration: 24:00 (In Hours)
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Identify and write alphabets and letters. - Identify various vowel and consonant sounds in various words. - Recognize words and phrases related to formal and informal greetings. - Recognize simple personal information about self and others (e.g. name, age, place of residence etc.). - Recognize very simple words related to home, neighborhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes, food, and drinks. - Recognize simple pronouns (he/she/we/they). - Comprehend basic hobby related verbs (like playing, singing, dancing). - Recognize common verbs related to movement of transport (e.g. buses run, boats sail). - Recognize words related to common feelings and emotions. (e.g. sad, unhappy, depressed, irritated, furious, angry). - Recognize familiar English words and phrases used in the workplace, like instructions related to direction, safety instructions, date and time etc. (vocabulary: stop, close the door). - Differentiate between Spoken and Written English.	- Demonstrate the correct way to pronounce words with the right stress. - Read and write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status). - Use simple words related to common diseases in sentences (e.g. cold, cough, headache, fever and pain). - Read and write simple sentences using names of everyday objects, places, directions. (e.g. I live in Delhi.). - Read and write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.). - Read and write words and short phrases to describe travel, holidays, and vacations. - Read and frame written answers to simple questions related to self, food preferences, feelings etc. - Identify and read health, safety, and security signage (images/graphics) in English; at work and public places or on gadgets and appliances. - Read and write basic familiar words and phrases to identify areas of work, responsibilities, and working relationships. - Read and write simple sentences describing activities planned for the next day/week/month. - Pronounce words related to professions correctly. - Ask and answer questions related to their job correctly. - Discuss activities planned for the next day/week/month at the workplace. - Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).
Classroom Aids	
Braille flashcards, Braille books	
Tools, Equipment and other requirements	
Laptops/Computers, Braille Slates and Stylus, Braille sheets, Braille Note takers	

Module 3: Orientation and Mobility

Mapped to: Bridge Module

Terminal Outcomes:

- Learn Pre-Cane skills and Cane Travel Techniques.
- Demonstrate skills to travel in rural, urban areas and use of Public transport.

Duration: 03:00 (In Hours)	Duration: 27:00 (In Hours)
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Describe the importance of White cane in facilitating mobility for the Persons with Blindness. - Describe the significance of sound in noticing landmarks, road surface, and barriers using White Cane. - Discuss the basic principles of road safety and seeking help from others in outdoor settings.	- Demonstrate the basic steps to be followed for using Sighted Guide Technique. - Demonstrate walking through a narrow space and doorways, sitting on a chair. - Demonstrate the methods for using staircase, escalators, and lifts. - Demonstrate techniques to move around in familiar settings and areas (such as hand trailing, locating dropped articles). - Illustrate how to use a combination of upper and lower body protective techniques for maximum protection (such as when crossing the door). - Select and demonstrate basic cane techniques. - Demonstrate application of basic cane techniques such as grips, hand position, wrist movement, arc of the cane, step coordination, and rhythm. - Identify major landmarks en-route to the destination. - Demonstrate application of Cane Travel; Techniques such as shoreline, touch technique, touch and drag technique, and diagonal cane technique. - Demonstrate appropriate use of Long Cane, Smart Cane, and GPS. - Demonstrate the appropriate use of mobility techniques or travel independently to places such as the market, office, post office or other places; using public transport such as buses and the metro. - Demonstrate effective use of mobility techniques in traffic and crowded areas.
Classroom Aids	
Chairs, Tables and some metallic objects. (Like Spoons, Tin boxes, Keys, Coins etc.)	
Tools, Equipment and other requirements	
Smart Canes, white Canes , smart phones	

Module 3: Use smart phone

Mapped to: Bridge Module

Terminal Outcomes:

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

Duration: 03:00 (In Hours)	Duration: 18:00 (In Hours)
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Explain the benefits of a smartphone for Persons with Visual Impairment. - Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g. GPS, Social media Applications and Cab Booking Applications). - Discuss the barriers in accessing some Software Applications (like Gaming Application).	- Demonstrate how to use the different functions of the screen such as power on/off, accessing the main menu, home button, volume rocker, power buttons, memory slot and sim tray. - Demonstrate basic operations on the screen by using, "explore by touch". - Use talk back, speech, and volume settings. - Use a mobile phone for making calls and for sending and receiving messages. - Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts. - Use basic applications like Google Play Store and calculator. - Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library. - Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones. - Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps. - Demonstrate how to download apps on a smartphone.
Classroom Aids	
One smart phone with talkback per trainee	
Tools, Equipment and other requirements	
Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

Module 5: Computer Training
Mapped to: Bridge Module

Terminal Outcomes:

- Learn the basics of computers.

Duration: 30:00 (In Hours)	Duration: 120:00 (In Hours)
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Describe the uses of computers. - Distinguish between hardware and software components of computers. - Describe input and output devices. - Describe basic functions of the various parts of computers.	- Demonstrate hand and finger placement for using keyboard and numpad. - Open, create, and save word documents. - Navigate and read commands for creating word documents. - Demonstrate cut, copy, and paste in a word document. - 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	
Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (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**: *03:00(In Hours)*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the relevance of the IT-BPM sector. - Identify the career path for a customer relationship manager.	- Collate information, evidence, and articles regarding the IT- ITeS/BPM industry through internet surfing. - Analyse the key emerging trends in the IT- BPM industry via the gathered information. - 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),Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

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**: *46:00(In Hours)*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the various segments in non-voice customer service, tools, and techniques. • 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. • Capture query and identify SLA for resolution. • 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 , Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

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:** *41:00(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. - Distinguish the types of technical and non-technical queries.	- Solve routine problems via web or chat, largely through precedent and referral to general guidelines - Demonstrate use of query resolution software or process in line with service level agreements (SLAs). - 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 ,Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

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**: *41:00(In Hours)*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the importance of documenting, classifying and prioritizing queries • 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. • Request for clarification and gain confirmation on customer needs, in order to close the query. • Record the query in the CRM tool and set suitable timeline for resolution. • 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 , Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

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:** *41:00(In Hours)*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List the common types of documentation process used to record queries. - Select the correct category of documentation as per the list mentioned in the query management tool. - Select relevant product reference guides or support materials to resolve queries.	- Outline different styles/approaches of documentation when working with a variety of queries. - Demonstrate note taking in incident query tool during capture of the information. - 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, Web based Chat tools , Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

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: *41:00(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. • 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 • Include a chat button with all email responses • Summarize the steps conducted to resolve the query. • 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 , Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

IT - ITeS SSC NASSCOM

SCPwD
दिव्यांग व्यक्तियों के लिए कौशल परिषद्
Skill Council for Persons with Disability

Skill India
कौशल भारत - कुशल भारत

N·S·D·C
National Skill Development Corporation
Transforming the skill landscape

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:** *41:00(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. • Ensure confidentiality with customer data when a query is being resolved. • 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 , Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

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**: *41:00(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. • 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 , Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

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**: *39:00(In Hours)*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Outline sectors in which domestic non-voice can be leveraged example tourism, hospitality, banking, etc. • Differentiate between process flows for separate verticals example insurance versus health care.	• Create a process flow from a query initiation to its final resolution • Communicate with customers in an amicable way and refrain from confrontation, while noting a customer query. • Advise the customer w.r.t. time frame if still investigating, researching the query.
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 , Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

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:** *49:00(In Hours)*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the role, responsibilities, and limits of the responsibilities. - Discuss the importance of gathering detailed work requirements and prioritizing work areas. - Identify commonly made mistakes in the prioritized work areas. - Explain the importance of completing work accurately.	- Analyse needs, requirements, and dependencies in order to meet the work requirements. - Apply resource management principles and techniques. - Demonstrate the ways to maintain an organized work area. - Apply effective time management principles.
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, Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

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**: *37:00(In Hours)*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the importance of complying with organizational health, safety and security policies and procedures. - Discuss possible roles and responsibilities that an employee can take up with respect to workplace safety management. - Evaluate sample organizational emergency procedures. - Identify mechanisms to improve workplace health, safety, and security. - Label appropriate personal protective equipment needed for a job role.	- Demonstrate the identification of possible breaches in health, safety, and security policies. - Document health, safety, and security breaches. - Design a contingency plan for emergency situations like fire, short circuit, accidents, earthquake, etc. - 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 , Braille Slates and Stylus, Braille sheets, Braille Note takers, 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 (Digital Accessible Information System)	

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**	**Ⅰ sability 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". 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. A Diploma in Computer Education (Visual Impairment)- D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred. Minimum 1 years training experience is mandatory for training Persons with Blindness. The inclusive trainer should have proficiency in related applications such as experience of Orientation and Mobility, Braille and Smart Phone Training. The Inclusive Trainer is expected to have patience, empathy and compassion, sensitivity, strong communication and interpersonal skills, ability to measure and assess the specific needs of Persons with Blindness.

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). • 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. • 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 Blindness

Characteristics

- The Learning happens through non-visual modes mostly by Touch; hence it is recommended to use real, concrete materials.
- Listening will Include greater use of detailed and descriptive instructions.
- Training which relates to understanding of smell and taste, real & concrete material should be used e.g. Job Role of Pickle making Technician may include training on smell and taste.

Guidelines for Trainers

- Use specialized material available (Braille, Taylor frame, Math's Kit).
- Use orientation and Mobility training.
- Reserve a seat in the front row of the classroom (or, closer to the teacher).
- Keep the passages and available open spaces in the classroom clear.
- When speaking with the student specifically, address her/him by name.
- Modify/adapt assignments.
- Provide students with tactile graphs and diagrams.
- Keep in mind, there may be instances when the student may not have had exposure to the material discussed in class and for which the persons may not have a prior experiences or references (for example, food in altered form: popcorn v/s whole corn, sliced mango v/s the whole fruit/shape; materials and sources: water-ice, vapor; curd-buttermilk; milk-cows), occupations (tailor, doctor, engineer).
- Use educational aids like talking books, tape-recorders.
- Minimize noise so that students can hear you speak.
- When speaking, face the class.
- If you feel the student is not attentive, touch her/ him on the shoulder or arm to draw attention; this also helps in indicating to the student that you are including her/him in your instructions and discussions.
- Braille versions when needed so that the VI child can follow the classroom's text-based teaching and lessons along with the sighted peers.
- Use real objects to allow the student to learn and experience.
- Provide students with tactile graphs and diagrams where available.

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