Model Curriculum

QP Name: Customer Care Executive (Call Center)

Electives: Call Center/Relationship Center

QP Code: PWD/TEL/Q0100

QP Version: 2.0

NSQF Level: 3

Model Curriculum Version: 1.0

Expository –Low Vision (E003)

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

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Training Parameters

Sector	Telecom
Sub-Sector	Service Provider
Occupation	Customer Service – Service Segment
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/5244.0303
Minimum Educational Qualification & Experience	5th Class Pass with 3 year of Experience or 8th class pass with 1 year Experience or 8th class Pass +ITI or 8th Class Pass pursuing continuous regular schooling or 10th Class Pass with no experience or Previous relevant Qualification of NSQF Level 2 with 1 year experience.
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	27/01/2022
Next Review Date	27/01/2026
NSQC Approval Date	28/04/2022
QP Version	2.0
Model Curriculum Creation Date	27/12/2021
Model Curriculum Valid Up to Date	27/01/2026
Model Curriculum Version	1.0
Minimum Duration of the Course	780 Hours
Maximum Duration of the Course	900 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.

Compulsory:

- Analyse and resolve customer requirements
- Manage walk-in customers
- Analyse feedback received from seniors/peers and customers
- Evaluate self-performance
- Organize work and resources as per health and safety standards
- Interact effectively with others while being sensitive of gender and persons with disabilities

Electives:

Elective 1: Attend and make calls for service and sales

- Attend customer service calls
- Perform sales calls

Elective 2: Manage showroom and workspace

- Sell, upsell and cross-sell products/services
- Manage showroom upkeep and customer transactions

Compulsory Modules

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

NOS and Module Details	Theory Duration	Practica Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	**57:00**	**183:00**	-	-	**240:00**
Learn Basic English (PWD)	21:00	24:00	-	-	45:00
Use Smartphone(PWD)	03:00	18:00	-	-	21:00
Learn basic braille(PWD)	03:00	21:00	-	-	24:00
Computer Training(PWD)	30:00	120:00	-	-	150:00
Role and Responsibilities of a Customer Care Executive	04:00	04:00+ 2:00	00:00	00:00	10:00

TEL/N0101– Resolve customer queries, requests and complaints **NOS Version No. 2.0** **NSQF Level 4**	**16:00**	**30:00+ 10:00**	**00:00**	**20:00**	**76:00**
Analyse and resolve customer requirements	16:00	30:00+ 10:00	00:00	20:00	76:00
TEL/N0102 – Develop customer relationship **NOS Version No. 2.0** **NSQF Level 4**	**32:00**	**38:00 + 12:00**	**00:00**	**20:00**	**102:00**
Interact with customer	32:00	38:00+ 12:00	00:00	20:00	102:00
TEL/N0115 – Monitor and analyse performance **NOS Version No. 2.0** **NSQF Level 4**	**20:00**	**36:00+ 12:00**	**00:00**	**10:00**	**78:00**
Review self-performance	20:00	36:00+ 12:00	00:00	10:00	78:00
TEL/N2215 – Manage work area and maintain personal appearance **NOS Version No. 2.0** **NSQF Level 4**	**16:00**	**24:0+ 08:00**	**00:00**	**10:00**	**58:00**
Manage workplace	16:00	24:00+ 08:00	00:00	10:00	58:00
TEL/N9102 – Interact effectively with team members and customers **NOS Version No. 1.0** **NSQF Level 4**	**16:00**	**24:00+ 08:00**	**00:00**	**00:00**	**48:00**
Communication and interpersonal skills	16:00	24:00+ 08:00	00:00	00:00	48:00
TEL/N9101 – Organize work and resources as per health and safety standards **NOS Version No. 1.0** **NSQF Level 4**	**16:00**	**24:00+ 08:00**	**00:00**	**00:00**	**48:00**
Optimise resources and work effectively and safely	16:00	24:00+ 08:00	00:00	00:00	48:00
Total Duration	**177:00**	**423:00**	**00:00**	**60:00**	**660:00**

Elective Modules

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

Elective 1:

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
TEL/N0116 – Attend and make calls for service and sales **NOS Version No. 2.0** **NSQF Level 4**	**24:00**	**36:00+ 12:00**	**00:00**	**48:00**	**120:00**
Module 8: Attend customer calls	24:00	36:00+ 12:00	00:00	48:00	120:00
Total Duration	**24:00**	**48:00**	**00:00**	**48:00**	**120:00**

Elective 2:

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
TEL/N0117 – Manage self and sale of products and services **NOS Version No. 2.0** **NSQF Level 4**	**24:00**	**36:00+ 12:00**	**00:00**	**48:00**	**120:00**
Module 9: Manage sales and services	24:00	36:00+ 12:00	00:00	48:00	120:00
Total Duration	**24:00**	**48:00**	**00:00**	**48:00**	**120:00**

Module Details

Module 1: 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	Duration: 24:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Identify and write Alphabet 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 for example instructions related to direction, safety, 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

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 2: Use of Smartphone
Mapped to: Bridge Module

Terminal Outcomes:

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

Duration: 03:00	Duration: 18:00
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	
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: Learn Basic Braille

Mapped to: Bridge Module

Terminal Outcomes:

- Read and write basic Braille.

Duration: 03:00	Duration: 21:00
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 4: Computer Training

Mapped to: Bridge Module

Terminal Outcomes:

- Learn the basics of computers.

Duration: 30:00	Duration: 120:00
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	
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 5: Role and Responsibilities of a Customer Care Executive
Bridge Module

Terminal Outcomes:
- Identify work requirements of telecom customer care executive

Duration: *04:00*	Duration: *06:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the role and responsibilities of customer care executive. - Describe the size and scope of the Telecom industry and its various sub-sectors. - Discuss the various opportunities for a customer care executive in the Telecom industry. - Discuss organisational policies on incentives, delivery standards, personnel management and public relations (PR) pertinent to the job role. - Describe the process workflow in the organization and the role of customer care executive in the process.	Prepare for the role of a customer care executive by visiting a work site and interacting with others.
Classroom Aids:	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
Documents of standard operating procedures, code of conduct, checklists, schedules tools and equipment, status report, 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: Analyse and Resolve Customer Requirements
Mapped to TEL/N0101

Terminal Outcomes:
- Analyse customer requirements and needs
- Deal with customer inquiries

Duration: *16:00*	Duration: *40:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss some open and close ended questions to understand customer's requirements. • State the details and information required to log customer enquiries. • Explain the standards, processes and procedures followed by the organization to execute the job role. • Describe the process of resolving customer Query/Request/Complaints (QRC) and escalating unresolved queries to the higher authorities. • Explain the basic concepts of Turnaround time (TAT)/Service Level Agreements (SLA).	• Use Customer Relation Management (CRM) software and other intranet tools. • Outline the procedure to escalate client's queries/complaints to concerned department. • Maintain customer records in CRM software on daily basis.

Classroom Aids:
Laptop, white board, marker, projector

Tools, Equipment and Other Requirements
Product Manuals, Customer Registration form, customer feedback form, customer complaint form, Laptop with customer relationship management software ,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 7: Interact with Customer
Mapped to TEL/N0102

Terminal Outcomes:
- Manage walk-in customers
- Develop rapport/relationship with the customers

Duration: *32:00*	**Duration**: *50:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- State the importance of the helpdesk in supporting business operations. - Outline the organisational guidelines to develop and maintain customer rapport. - List the considerate factors to categorize different types of customers. - Discuss the importance of understanding customer's requirement for product/services. - Evaluate ways to provide customised solutions to customers. - Define the concepts of average call handling time (ACHT), average hold time (AHT), turnaround time (TAT) and service level agreement (SLA). - Describe the process of troubleshooting and resolving customer complaints in least turnaround time. - Explain the process of customer retention and retention tools. - State the importance of maintaining customer feedback reports in proper format.	- Demonstrate how to greet and initiate interaction with the walk-in customers. - Demonstrate appropriate techniques to understand customer's requirements. Probe - Perform multiple techniques to sell own product/services by using feature advantage benefits (FAB) approach. Describe the USPs and strengths of the product/services to customers by using feature advantage benefits (FAB) approach - Illustrate handling customer complaints, queries or issues. - Use Customer Relationship Management (CRM) software to maintain customer feedback records. Assist the customer in availing various offers and promotional schemes offered by the organization.

Classroom Aids:

Laptop, white board, marker, projector

Tools, Equipment and Other Requirements

Complete range of handset, accessories,Laptop with Customer Relationship Management (CRM) software Product Manuals, Customer Registration form, Customer Feedback form ,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 8: Review Self-Performance
Mapped to TEL/N0115

Terminal Outcomes:

- Monitor and measure self-performance
- Work on the feedback received from supervisor/peers/ customers

Duration: 20:00	Duration: 48:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List the various performance metrics such as AHT/call login time/number of dials/customer contacts/attendance. - State the importance of complying with parameters like opening greeting, security checks, escalation protocol etc. - State the weekly/monthly targets to be achieved after consulting with the supervisor. - Describe the various processes related to sales such as churn, collection, bad debt recovery, complaint etc. - Explain the process of evaluating self-performance on the basis of sales/service targets achieved. - Highlight the importance of periodically analysing the feedback received from seniors/peers. - Describe ways to identify personal weak/ strong areas. - Discuss the common issues faced by the team based on the feedback received from seniors/colleagues.	- Call a customer to demonstrate how to comply with parameters like opening greeting, security checks, and escalation protocol. - Illustrate appropriate techniques to calculate weekly/monthly performance against the set targets. - Perform sales related processes such as churning, collection, bad debt recovery, complaint resolution etc. - Prepare a report on the feedback scores received from the customers. - Analyse and interpret the feedback received from seniors/peers and customers. - Compare achieved targets with minimum threshold in internal/external audits.

Classroom Aids:

Laptop, white board, marker, projector

Tools, Equipment and Other Requirements

Complete range of handset, accessories,Laptop with Customer Relationship Management (CRM) software Product Manuals, Customer Registration form, Customer Feedback form ,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 9: Manage workplace
Mapped to TEL/N2215

Terminal Outcomes:

- Follow the guidelines for personal grooming
- Maintain the safety of workplace

Duration: 16:00	**Duration**: 32:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the importance of complying with the organization specified grooming guidelines. • Discuss the efficient ways to complete the work and given targets. • Categorize the organizational tasks as per the defined departments' authorities.	• Illustrate the complete uniform requirements with the help of some images. • Demonstrate the correct practice of greeting the customers and asking their requirements. • Use CRM software or MS-excel to record customer queries and complaints. • Prepare a sample document for recording repair units and other required details. • Practice to type with speed and accuracy.
Classroom Aids:	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
Complete range of handset, accessories,Laptop with Customer Relationship Management (CRM) software Product Manuals, Customer Registration form, Customer Feedback form ,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)	

Terminal Outcomes:

- Communicate effectively and develop interpersonal skills
- Develop sensitivity towards differently abled people.

Duration: *16:00*	Duration: *32:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the importance of following the standard operating procedures of the company w.r.t. priority, confidentiality and security. - Outline the organizational structure to receive work instruction and report issues to the supervisor. - Describe the importance of having timely discussions with all genders to avoid repeated errors. - State the importance of co-ordinating and resolving conflicts with the team members to achieve smooth workflow. - 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. - 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.	- Use different modes of communication as per requirement and need. - Prepare a sample report of the commonly occurring errors and their solutions. - Use inclusive language irrespective of the gender/ disability of the person. - Demonstrate appropriate behaviour towards all genders and differently abled people. - Prepare a list of institutes and government schemes that help PwD in overcoming challenges. - Demonstrate the ideal behaviour with a PwD in an organization.
Classroom Aids:	
White board/ black board marker / chalk, duster, computer or Laptop attached to LCD projector	
Tools, Equipment and Other Requirements	
Sample of escalation matrix, organisation structure, 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 11: Organize Work and Resources as per Health and Safety Standards
Mapped to TEL/N9101

Terminal Outcomes:
- Plan work effectively, implement safety practices and optimize use of resources

Duration: *16:00*	Duration: *32:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List the recent skills and technologies prevalent in the telecom industry. - Discuss some commonly occurring problems with their causes and solutions. - State the importance of keeping the workplace clean, safe and tidy. - Outline the organizational structure to assign duties and responsibilities to each team member. - List different types of hazards and the procedure to report it to the supervisor. - List the precautionary steps one needs to follow while handling hazardous materials. - State the importance of participating in fire drills and other safety workshops. - Study the significance of conforming to basic hygiene practices such as washing hands, using alcohol-based hand sanitizers. - List the different methods of cleaning, disinfection, sanitization etc. - Define self-quarantine or self-isolation. - Explain the path of disease transmission. - Describe organizational hygiene and sanitation guidelines and ways of reporting breaches/gaps if any. - Explain the ways to optimize usage of resources. - Explore various methods of waste management and its disposal. - List the different categories of waste for the purpose of segregation. - Differentiate between recyclable and non-recyclable waste. - State the importance of using appropriate colour dustbins for different types of waste.	- Prepare a time schedule to complete the tasks on the given time. - Demonstrate the use of safety equipment such as goggles, gloves, ear plugs, shoes etc. - Demonstrate the correct postures while working and handling hazardous materials at the workplace. - Demonstrate how to evacuate the workplace in case of an emergency. - Show how to sanitize and disinfect one's work area regularly. - Demonstrate the correct way of washing hands using soap and water. - Demonstrate the correct way of sanitizing hands using alcohol-based hand rubs. - Display the correct way of wearing and removing PPE such as face masks, hand gloves, face shields, PPE suits, etc. - Demonstrate warning labels, symbols and other related signages. - Perform basic checks to identify any spills and leaks and that need to be plugged /stopped. - Demonstrate different disposal techniques depending upon different types of waste. - Employ different ways to clean and check if equipment/machines are functioning as per requirements and report malfunctioning, if observed. - Employ ways for efficient utilization of material and water. - Use energy efficient electrical appliances and devices to ensure energy conservation.

- Discuss the common sources of pollution and ways to minimize it.

Classroom Aids:

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

Tools, Equipment and Other Requirements

Personal Protection Equipment: safety glasses, head protection, rubber gloves, safety footwear, warning signs and tapes, fire extinguisher and first aid kit , 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 12: Attend Customer Calls
Mapped to TEL/N0116

Terminal Outcomes:

- Attend customer service calls
- Perform proactive sales

Duration: _24:00_	**Duration**: _48:00_
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the different styles and ways of telemarketing. - State the organizational guidelines and procedures for tele calling. - Discuss some open and close ended questions ask customers. - distinguish between desirable and undesirable communication. - Describe the various means of collecting customer data from the concerned authorities. - Identify and analyse the buying and usage pattern of customers. State the importance of identifying the customer requirements and offering products/services accordingly. - List the complete range of products/services offered by the organization. - Outline the organizational structure to report client requirement/feedback/ comments relating to product content and pricing to the concerned department. - Discuss various customised solutions available for different products/services within the organisation. - Describe the USPs and strengths of the product/services by using feature advantage benefits (FAB) approach. - Explain the importance of maintaining customer records in prescribed format.	- Use different styles and ways of telemarketing as per the requirement. - Use various intranet tools and telephony applications for attending customer calls. - Prepare a sample script after analysing the calling script received from supervisor/manger. - Use basic telephonic skills to connect with the customers. - Illustrate the correct way to call and/or attend customer calls, to identify their requirements. - Achieve maximum productivity by attaining minimum call login time. Illustrate the methods to attain minimum call login time. - Demonstrate wrapping up customer calls quickly, if required. - Type with speed and accuracy. - Use Customer Relationship Management (CRM) software to record customer details. - Analyse enquiry details obtained from the customer as per the organizational procedure. - Demonstrate basic selling techniques to sell own product/services by comparing it with the competitors' products.
Classroom Aids:	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
Complete range of handset, accessories,Laptop with Customer Relationship Management (CRM) software Product Manuals, Customer Registration form, Customer Feedback form ,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 13: Manage Sales and Services
Mapped to TEL/N0117

Terminal Outcomes:

- Manage showroom upkeep and customer transactions
- Sell, upsell and cross-sell products/services

Duration: 24:00	Duration: 48:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the organisational guidelines with respect to standard uniform, name badges and resolution timelines. • Explain the importance of attending meetings with store manager to review performance and obtain targets/tasks. • Describe the payment collection process for bill payments/recharges. • List the customer documents required for resolving issues/problems. • Distinguish between different types of selling techniques such as up-selling and cross-selling. • Identify buying and usage pattern of customer and offer products accordingly. • List the complete range of products/services offered by the organization. • Compare the strengths and limitations of own product/services vis-à-vis with the competitors. • State and highlight new offers, promotions and schemes for the customers. • Discuss different ways to secure client commitment for buying product/services. • Explain the methods to achieve daily/weekly and monthly sales targets and profitability. • Describe the various activities to increase customer engagement and promote own brand.	• Follow proper dress code and personal hygiene while visiting for field work. • Use basic housekeeping techniques to maintain store/showroom hygiene. • Perform steps to organise stock and inventory as per the organizational requirements. • Display products at the store/showroom/outlet to increase sales. • Demonstrate the appropriate techniques to understand customer's requirements. • Demonstrate basic selling techniques to sell own product/services by comparing it with the competitors' products. • Use various intranet tools and Customer Relationship Management (CRM) software. • Type with speed and accuracy.
Classroom Aids:	
Laptop, white board, marker, projector	

Tools, Equipment and Other Requirements

Coomplete range of handset, accessories,Laptop with Customer Relationship Management (CRM) software Product Manuals, Customer Registration form, Customer Feedback form ,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 14: On-the-Job Training – Compulsory
Mapped to Telecom Customer Care Executive – Call Center/Relationship Center

Mandatory Duration: *00:00*	Recommended Duration: 60:00
Location: On-Site	

Terminal Outcomes

1. Use the Customer Relation Management (CRM) software and other intranet tools for various processes and record customer details in CRM software on daily basis.

2. Greet and initiate interaction with the walk-in customers.

3. Listen to the customers to understand customers' requirements.

4. Work on multiple techniques to sell own product/services by using the features advantages benefits (FAB) approach.

5. Describe the USPs and strengths of the product/services to customers.

6. Handle customer complaints, queries or issues proficiently.

7. Support the customer in availing various offers and promotional schemes offered by the organization.

8. Call a customer using various etiquette such as opening greeting, security checks, and escalation protocol.

9. Calculate weekly/monthly performance against the set targets.

10. Work on sales related processes such as churning, collection, bad debt recovery, complaint resolution etc.

11. Create a report on the feedback scores received from the customers.

12. Adhere to uniform requirements, if any, with the help of some images.

13. Comply with company norms for greeting the customers and asking their requirements.

14. Attempt to type with speed and accuracy.

Mapped to Telecom Customer Care Executive – Call Center/Relationship Center

Module 22: On-the-Job Training – Elective 1
Mapped to Telecom Customer Care Executive – Call Center

Mandatory Duration: *00:00*	**Recommended Duration: 48:00**
Location: On-Site	

Terminal Outcomes

1. Apply different styles and ways of telemarketing as per the requirement.

2. Make and attend to calls using various intranet tools and telephony applications calls.

3. Build a sample script after analyzing the calling script received from the supervisor/manger.

4. Apply basic telephonic skills to interact with the customers.

5. Attain maximum productivity by attaining minimum call login time. Illustrate the methods to attain minimum call login time.

6. Show how to wrap up customer calls quickly, if required.

7. Use various methods to attain minimum call login time.

8. Record customer and call details in the Customer Relationship Management (CRM) software.

Module 16: On-the-Job Training – Elective 2
Mapped to Telecom Customer Care Executive – Relationship Center

Mandatory Duration: *00:00*	Recommended Duration: 48:00
Location: On-Site	

Terminal Outcomes

1. Adhere to proper dress code and personal hygiene while visiting for field work.

2. Apply basic housekeeping techniques to maintain store/showroom hygiene.

3. Organize stock and inventory as per the organizational requirements.

4. Record customer and call details in the Customer Relationship Management (CRM) software.

5. Document information with speed and accuracy.

6. Arrange the products at the store/showroom/outlet to increase sales.

7. Use the different techniques to understand customer's requirements.

8. Apply basic selling techniques to sell own product/services.

Annexure

Trainer Requirements

Trainer Pre-requisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	*Specialization*	*Years*	*Specialization*	
Graduate	Any Stream	1	Client Handling	0	NA	Eligible for ToT Program

Trainer Certification		
Domain Certification	**Platform Certification**	**Disability specific Top Up training**
Job Role: "Telecom Customer Care Executive – Call Center/ Relationship Center, NSQF Level 3" "TEL/Q0100 v2.0", Minimum accepted score is 80%	Job Role: "Trainer", "MEP/Q2601" v1.0, Minimumaccepted score is 80%	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. Trainer should have necessary technical knowledge, skill and competencies to teach different features of technology with the help of screen reading software such as Talkback to end users. The Inclusive Trainer is expected to have patience, empathy and compassion, sensitivity, strong communication and interpersonal skills, ability to measure and assess the individual needs of Persons with Low Vision.

Assessor Requirements

<table>
<tr><td colspan="7" align="center">Assessor Prerequisites</td></tr>
<tr>
<td rowspan="2">Minimum Educational Qualification</td>
<td rowspan="2">Specialization</td>
<td colspan="2">Relevant Industry Experience</td>
<td colspan="2">Training Experience</td>
<td rowspan="2">Remarks</td>
</tr>
<tr>
<td><i>Years</i></td>
<td><i>Specialization</i></td>
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</tr>
<tr>
<td>Graduate</td>
<td>Any Stream</td>
<td>1</td>
<td>Client Handling</td>
<td>0</td>
<td>NA</td>
<td>Eligible for ToA Program</td>
</tr>
</table>

<table>
<tr><td colspan="3" align="center">Assessor Certification</td></tr>
<tr>
<td>Domain Certification</td>
<td>Platform Certification</td>
<td>Disability specific Top Up training</td>
</tr>
<tr>
<td>Job Role: "Telecom Customer Care Executive – Call Center/Relationship Center, NSQF Level 3" "TEL/ Q0100 v2.0", Minimum accepted score is 80%</td>
<td>Job Role: "Assessor", "MEP/Q2701" v1.0, Minimum accepted score is 80%</td>
<td>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.</td>
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</table>

Assessment Strategy

1. Assessment System Overview:

   - Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
   - Assessment agencies send the assessment confirmation to VTP/TC looping SSC
   - Assessment agency deploys the ToA certified Assessor for executing the assessment
   - SSC monitors the assessment process & records

2. Testing Environment:

   - Confirm that the centre is available at the same address as mentioned on SDMS or SIP
   - Check the duration of the training.
   - Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
   - If the batch size is more than 30, then there should be 2 Assessors.
   - Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
   - Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
   - Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
   - Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

   - Question papers created by the Subject Matter Experts (SME)
   - Question papers created by the SME verified by the other subject Matter Experts
   - Questions are mapped with NOS and PC
   - Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
   - Assessor must be ToA certified & trainer must be ToT Certified
   - Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:
   - Time-stamped & geotagged reporting of the assessor from assessment location
   - Center photographs with signboards and scheme specific branding
   - Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
   - Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:
   - Surprise visit to the assessment location
   - Random audit of the batch
   - Random audit of any candidate

6. Method for assessment documentation, archiving, and access
   - Hard copies of the documents are stored
   - Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
   - Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

Guidelines for Trainer

Accommodation Guideline recommended for Inclusive

Trainers Persons with Low Vision (Visual Impairment)

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

- Low Vision assessment is recommended before training Persons with Low Vision. Low Vision assessment helps to assess the right training requirements for a Person with Low Vision. Please note: Low Vision assessment is different from a clinical eye exam. While the clinical procedure focuses on diagnoses and management of the eye disease, the priority in Low Vision assessment is to enable an individual to utilize his or her residual vision to its maximum potential. After the assessment, the person will be clear about the devices (optical or non-optical) that will work the best for her/him. The assessment can be done from any centre that is designated for Low Vision assessment.
- Facilitate the use of existing visual skills wherever/whenever you can by making the candidate sit closer to the board.
- There should be appropriate lighting and contrast colors in the work area.
- 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.
- Use educational aids like talking books, tape-recorders, use of color, contrast and texture.
- 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.
- Provide large print versions when needed so that the student can follow the classroom's text-based teaching and lessons along with the sighted peers.

References

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributing to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
ACHT (Average call handling time)	The average recommended time to wrap up/close an interaction with a customer
AHT (Average hold time)	The average recommended time a customer may be kept on hold during a phonetic interaction
Broadband	The term broadband refers to the wide bandwidth characteristics of a transmission medium and its ability to transport multiple signals and traffic types simultaneously. The medium can be coax, optical fiber, twisted pair or wireless. In contrast, baseband, describes a communication system in which information is transported across a single channel
'CRM (Customer Relationship Management)	Processes implemented to manage a company's interactions with customers and prospects'

Cross-sell	Cross-selling is the action or practice of selling among or between established clients, markets, traders, etc. or the action or practice of selling an additional product or service to an existing customer
Customer	A customer (also known as a client, buyer, or purchaser) is the recipient of a good, service, product, or idea, obtained from a seller, vendor, or supplier for a monetary or other valuable consideration. There are two types of customers â€" internal and external. Internal customers are employees, retailers, distributors and external customers are end users.
'Customer care executive	Customer care executive interacts with customers to provide answers to queries, requests or complaints involving a company's products or services'
Customer satisfaction scores/Instant engagement scores	The metrics to measure the customer satisfaction level of the interaction with the customer service representative
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for
DTH (Direct to home)	DTH is defined as the reception of satellite programmes with a personal dish in an individual home. DTH does away with the need for the local cable operator and puts the broadcaster directly in touch with the consumer
Escalation matrix	The channel for escalating the issue/problem of the customer to a supervisor or senior who possesses more expertise in handling and resolving customer concern.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS
Helpdesk	A single desk to reach out for the customer for getting response to his queries, requests or complaints. A help desk is manned by specialists who are well versed with their organization and it's products and services
Intranet tools	Internal tools/applications of an organization that work only within the network of the organization
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization

Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge
NOS (National Occupational Standards)	NOS are Occupational Standards which apply uniquely in the Indian context
Occupation	Occupation is a set of job roles under which role-holders perform similar/related set of functions in an industry
OS (Occupational Standards)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task
QP (Qualifications Pack)	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with, in carrying out the function which has a critical impact on the quality of performance required
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests
Sell	Selling is an act of promotion and influencing customers to buy a product or service, in return for money or other compensation
Service Provider	Is a sub sector to Telecom and consists of companies/organizations who provide service related to communications to the public
Shop/Showroom/Outlet	Is a retail store of a company/franchisee in which products are on sale, in a space created by the brand or company

SLA (Service level agreement)	An agreement or contract for the level of service to be provided
Specialists	Subject matter experts have the domain experience, knowledge and expertise and can handle customer queries, requests and complaints
Sub-functions	Sub-functions are sub-activities essential to fulfill achievement of the objectives of the function
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components
Tagging/Raising	SR The process of capturing customer's interaction in CRM
TAT (Turn around time)	The time taken to resolve a request or a complaint of the customer
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Telecom	Is a communication sector consisting of companies who provide telephonic communication facilities to the public
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do
VAS (Value added service)	In the telecom industry, on a conceptual level, value-added services add value to the standard service offering, spurring the subscriber to use their phone more and allowing the operator to drive up their Average Revenue Per User. For mobile phones, while technologies like Short Messaging Service, Multi-media Messaging and data access were historically usually considered value-added services, but in recent years SMS, MMS and data access have more and more become core services, and VAS therefore has beginning to exclude those services.
Vertical	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry

Acronyms and Abbreviations

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
ACHT	Average call handling time
AHT	Average handling time
GSM	Global system for mobile communications
POA	Proof of address
POI	Proof of identity
QRC	Query Request Complaints
SLA	Service level agreement
TAT	Turnaround time
w.r.t.	With respect to