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# Facilitator Guide



Sector  
IT-ITeS

Sub-Sector  
Software Products

Occupation  
Product Support

Reference ID: SSC/Q7202, Version 3.0  
NSQF level 4

## Technical Support Executive - Voice

### Published by

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**Shri Narendra Modi**  
Prime Minister of India

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



## Acknowledgements

IT-ITeS Sector Skills Council NASSCOM would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “Facilitator Guide”. Without their contribution it would not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules. The preparation of this Guide would not have been possible without the IT - ITeS support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the Industry.

This Guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.

## About this Book

This Participant Handbook is developed to impart training for the skill and knowledge required to work as an Technical Support Executive - Voice. It is designed based on the Qualification Pack SSC/Q7202 under the National Skill Qualification Framework and comprises of the following NOS/topics:

1. SSC/N7301: Deal remotely with basic IT service requests/incidents
2. SSC/N9014: Maintain an inclusive, environmentally sustainable workplace
3. Employability Skills (60 Hours)

This book is designed considering the technical demand and educational background of the participants. Thus, special effort has been made to explain the concepts required for the job mostly through graphics and illustrations.

## Symbols Used



Key Learning Outcomes



Practical



Exercise



Activity



Facilitation Notes



Unit Objectives



Demonstrate



Do



Explain



Say



Ask



Team Activity



Summary



Resources



Elaborate



Tips

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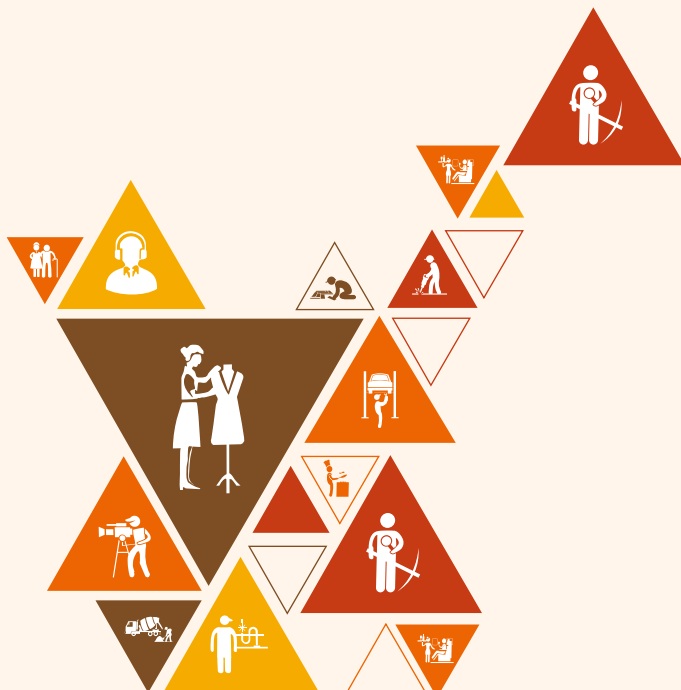


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# 1. IT-ITeS/Software Products Industry – An Introduction

Unit 1.1 - Introduction to IT-ITeS/Software Product  
Development Industry

Unit 1.2 - Career Path for a Technical Support Executive  
- Voice



**Bridge Module**

## Key Learning Outcomes

**At the end of this module, the participant will be able to:**

1. Comprehend various delivery models used in the IT/software products development industry

## UNIT 1.1: IT- ITeS / E&RD Industry

### Unit Objectives

**At the end of this unit, the participant will be able to:**

1. Discuss the relevance of the IT-ITeS sector

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Say

- Start the class by saying, "This training program is developed to impart specific knowledge and skills relevant to the job required to be performed as a "Technical Support Executive-Voice", in the "IT-ITeS Sector/Industry."
- Talk about the Qualification Pack (QP), and National Occupational Standards (NOS).
- List the compulsory NOSs to the QP "Technical Support Executive-Voice ".
- Say, "Before we start the program let's play a small game".

### Group Activity

<b>Objective</b>	The purpose of this activity is to build rapport with the course mates
<b>Materials required</b>	Parcel (for passing)

**Steps/procedure**

- This is an ice breaker activity.
- Welcome the new participants by giving own introduction.
- Ask the participants to stand in a circle, close enough to the person on each side of them so that they can pass the parcel quickly.
- Say 'Stop' when it is least expected. At that time, the trainee holding the parcel introduces himself/herself while saying his/her names and giving thoughts on importance of technical support in IT industry.
- The winner of the game should stand and introduce himself/herself at the end of the game.
- At last, thank the participants for their participation.

**Conclusion / what has been achieved**

This activity helps the participants to know each other, allows them to feel comfortable and also help them to connect.

**Explain**

ÿ Explain the following topics:

- ITeS industry and its various sub-sectors (Fig 1.1.1)
- Categories of the IT-BPM Industry (Fig 1.1.2)
- Various IT-enabled services
- Relevance of IT/ITeS sector
- IT software product development industry
- Classification of software and software products

**Do/Demonstrate**

ÿ Demonstrate 'Software Products Development sector' with the help of the AV link - <https://youtu.be/dnH-y7eQ4aQ>

## Elaborate

- Elaborate the following topic:
  - Emerging trends in software development
  - Various delivery models used in the IT software product development industry
  - Waterfall model (Fig 1.1.9)
  - Iterative model (Fig 1.1.10)
  - Agile Model (Fig 1.1.11)
  - DevOps (Fig 1.1.12)

## Ask

- What do you understand about the IT/ITeS sector?
- How waterfall model is different from the Iterative model in the IT sector?
- Name any two sub-sectors of the ITeS industry.

## Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Notes for Facilitation

- Examine participants about their expectations from this program.
- Inquire participants if they have any doubts. Then, encourage them to ask questions.
- Answer their queries.

## UNIT 1.2 Career Path of a Technical Support Executive- Voice

### Unit Objectives

**At the end of this unit, the participant will be able to:**

1. Identify the career path of a Technical Support Executive- Voice

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Ask

- Start the class by asking a few questions on IT sector and its subsector and give participants the chance to guess before revealing the correct answer.

### Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

### Say

- "This unit will help you understand the career path for a technical support executive- voice. Let's start this session with the roles and responsibilities of a technical support executive- voice."

**Explain**

Ÿ Explain the following topics:

- Roles and responsibilities of a technical support executive- voice (Fig 1.2.1)
- Key competencies of a technical support executive- voice (Fig 1.2.2)
- Career growth opportunities for a technical support executive- voice (Fig 1.2.3)

**Ask**

Ÿ What are the career opportunities of a technical support executive - voice?

Ÿ List four key competencies of a technical support executive- voice.

**Notes for Facilitation**

Ÿ Write down the responses of the students on the board.

**Summarize**

Ÿ Summarize the session.

Ÿ Prepare a list of participant's doubts if they have any. Encourage them to ask questions.

Ÿ Answer their queries.

## Exercise



- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:

### Answer to Question I:

1. Reference given in 1.1.2
2. Reference given in 1.1.3
3. Reference given in 1.2.3

### Answer to Question II:

1. Information Technology
2. Generic products and customized products
3. technical knowledge, soft skills

### Answer to Question III:

1. IT service
2. Waterfall
3. Shift Supervisor

## QR Code

Scan the QR Code to watch the related video



<https://youtu.be/dnH-y7eQ4aQ>  
Software Products Development sector





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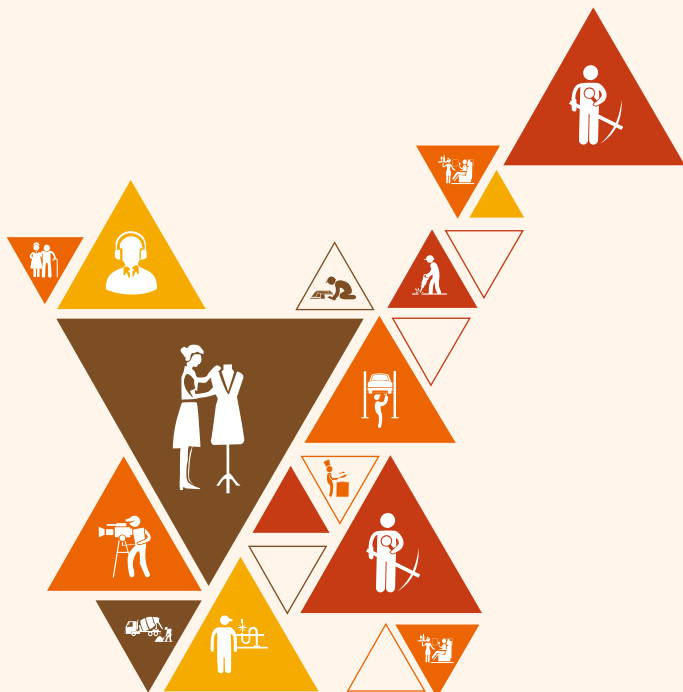
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## 2. Attending Customer Queries

Unit 2.1 - Segments, Tools and Techniques in Technical Customer Service



**SSC/N7301**

## Key Learning Outcomes

**At the end of this module, the participant will be able to:**

1. Identify the role and importance of a voice customer service associate in supporting business operations
2. Develop various soft skills to handle customers

## UNIT 2.1 Segments, Tools and Techniques in Technical Customer Service

### Unit Objectives

**At the end of this unit, the participant will be able to:**

1. Identify the various segments in voice technical customer service, tools, and techniques
2. Identify the nature and range of queries related to technical aspects including networking/connectivity, operating system/software, installation/configuration, etc.

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Notes for Facilitation

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

### Say

- Start the class by saying, "This unit will help you to understand the segments, tools and techniques in technical customer service."
- "Technical customer service is a combination of technical support and customer service. Technical support focuses on diagnosing, troubleshooting, and resolving issues/incidents related to technical products and services whereas customer service focuses on the customer experience. To provide good technical support to customers, the support team members should be equipped with sound technical knowledge and best practices of customer service. Technical support can be either voice-based or non-voice based."
- "Let's understand in detail."

## Explain



Y Explain the following topics:

- Technical customer service -voice and its background
- Role and importance of technical customer service -voice
- Segments in voice-based technical customer service
  - Phone calls (Fig 2.1.1)
  - Video calls (Fig 2.1.2)
  - Interactive Voice Response (IVR) (Fig 2.1.3)
  - Voice bots and voice assistants (Fig 2.1.4)

## Do/Demonstrate



Y Demonstrate 'Segments in Voice-Based Technical Customer Service' with the help of the AV link [youtu.be/XkOBPApBMA](https://youtu.be/XkOBPApBMA)

## Ask



- Y What do you understand by technical customer service?
- Y List two segments of voice-based technical customer service.
- Y List any two benefits and drawbacks of phone calls for technical customer service.

## Notes for Facilitation



- Y Allow one or two students to answer the questions.
- Y Write down the correct answer on the board.

## Elaborate



- Elaborate on the following tools used for voice-based technical customer service:
  - Tools for technical customer service through phone calls
  - Tools for technical customer service through video calls

- Elaborate on the steps to handle and resolve customer queries:
  - Greeting customers (Fig 2.1.8)
  - Expressing concern and showing commitment to resolve queries (Fig 2.1.9)
  - Getting information from customers and guiding them to take action (Fig 2.1.10)
  - Closing a call (Fig 2.1.11)
- Elaborate on the different types of customer queries (Fig 2.1.12 and 2.1.13).

### Ask



- Can anyone tell me some call center software?
- List all the segments in voice-based technical customer service.
- What are the steps to handle and resolve customer queries?
- Name any five general issues of a customer.

### Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

### Summarize



- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 2.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Questions I.
    1. Reference given in 2.1.1
    2. Reference given in 2.1.3
    3. Reference given in 2.1.6
  - Answers to Questions II.
    1. Voice-based
    2. IVR
    3. technical queries and general queries
  - Answer to Question III:
    1. Interactive voice response
    2. Continuous beeping
    3. Bus timeout

## QR Code

Scan the QR Code to watch the related video



<https://youtu.be/X-kOBPApBMA>

Unit 2.1 - Segments, Tools and Techniques in Technical Customer Service



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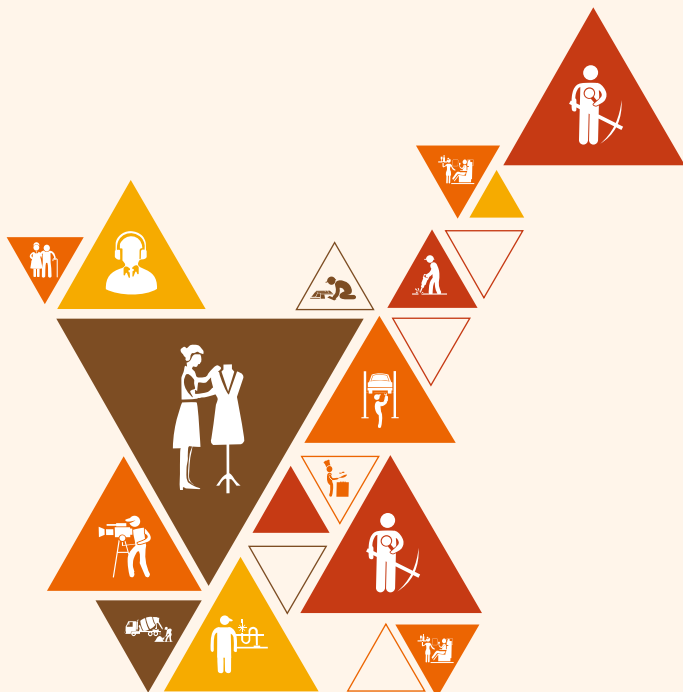
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## 3. Skills for Query Management

Unit 3.1 - Customer Query Management



**SSC/N7301**

## Key Learning Outcomes

**At the end of this module, the participant will be able to:**

1. Categorize queries accurately using a query management tool
2. Design methods of proper query resolution within their area of competence or authority in line with standard guidelines and service level agreements (SLAs)



## UNIT 3.1 Customer Query Management

### Unit Objectives

**At the end of this unit, the participant will be able to:**

1. Identify different software needed for query management and tracking
2. Refer to experts/trainers for solutions to queries, where available
3. Discuss with supervisor or quality assurance team, where necessary to find solution for a specific query

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Notes for Facilitation

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

### Say

- " In the last unit, we gained an understanding of segments, tools and techniques in technical customer service."
- "In today's session, we will discuss about customer query management."

### Ask

- Can anyone tell me what is customer query?
- Give some examples of customer queries.

## Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Explain

- Explain the following topics -
  - Customer query management
  - Steps to manage customer queries

## Elaborate

- Elaborate on the following tools used for customer query management -
  - Channels for users to contact the company (Fig 3.1.3)
  - Ticketing system (Fig 3.1.4)
  - Customer portals
  - Time tracker (Fig 3.1.5)
  - Task escalation (Fig 3.1.6)
  - Customer feedback system (Fig 3.1.7)
  - Internal communication software (Fig 3.1.8)
  - Project management tool (Fig 3.1.9)
  - Social listening and monitoring tool

## Do/Demonstrate

- Demonstrate 'Tools for Query Management' with the help of the AV link - [youtu.be/W8GjZnoN0lk](https://youtu.be/W8GjZnoN0lk)

## Ask

- List five tools used for customer query management.
- What is the importance of customer feedback?
- What is a knowledge database?

## Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Explain

- Explain the following topics -
  - Categorizing customer queries using query management tools (Fig 3.1.10)
  - Service-level agreement
  - Contents in an SLA (Fig 3.1.11)
  - Key aspects of SLA (Fig 3.1.12)
  - Types of SLA (Fig 3.1.13)

## Ask

- What are the key aspects of SLA?
- How many types of SLA?
- List two general categories of customer query using the query management tool.

## Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 3.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Questions I.
    1. Reference given in 3.1.1
    2. Reference given in 3.1.3
    3. Reference given in 3.1.4
  - Answers to Questions II.
    1. Ticketing system
    2. Internal
    3. SLA
  - Answer to Question III:
    1. Accountability
    2. Type
    3. Social listening and monitoring

## QR Code

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<https://youtu.be/W8GjZnoN0Ik>

Unit 3.1 - Customer Query Management



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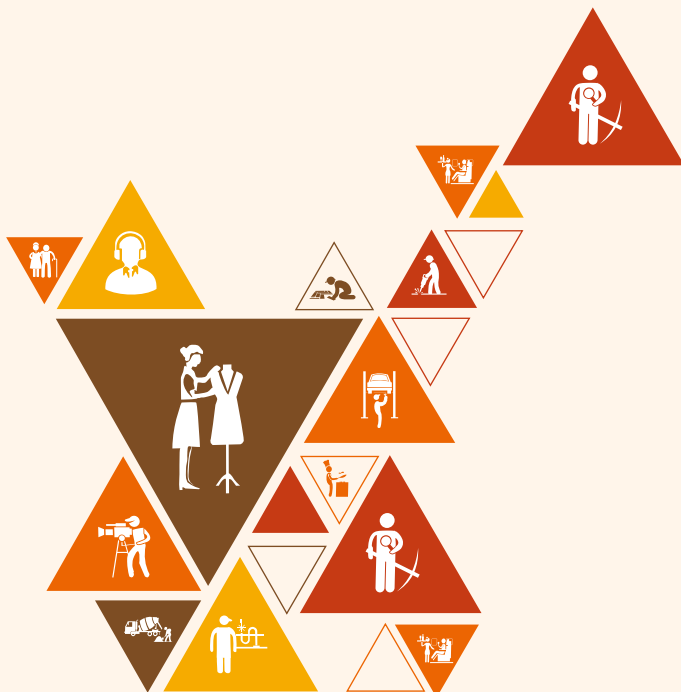
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## 4. Deal with Customer Queries

Unit 4.1 - Dealing with Customer Queries Using CRM  
Tools and Systems



**SSC/N7301**

## Key Learning Outcomes

**At the end of this module, the participant will be able to:**

1. Identify the correct alternative solution from customer relationship management (CRM) tools and systems
2. Examine the purpose of different questioning techniques for understanding customer queries

## UNIT 4.1 Dealing with Customer Queries Using CRM Tools and Systems

### Unit Objectives

**At the end of this unit, the participant will be able to:**

1. Discuss the importance of documenting, classifying and prioritizing customer queries
2. Discuss the importance of keeping customers informed about timescales for progress and resolution of customer queries

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Notes for Facilitation

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

### Say

- “In the previous session, we gained knowledge about customer query management.”
- “In today's session, we will discuss on how to deal with customer queries using CRM tools and systems.”

## Explain



Y Explain the following topics:

- Customer Relationship Management (CRM) tools and systems
- Benefits of Customer Relationship Management (CRM)
- Different types of Customer Relationship Management (CRM)
- Process flowchart of Customer Relationship Management (CRM)

## Group Activity



<b>Objective</b>	The purpose of this activity is to build rapport with the course mates
<b>Materials required</b>	Parcel (for passing)
<b>Steps / procedure</b>	<ul style="list-style-type: none"> <li>• This is a skill practice activity.</li> <li>• Ask the participants to make the process flowchart of Customer Relationship Management (CRM).</li> <li>• Participant can take help from the Participant Handbook (refer section Fig.4.3)</li> <li>• Give 5-10 minutes to complete the activity.</li> <li>• Ask the participants to show their answers to the class</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity will help them to learn process flowchart of Customer Relationship Management (CRM).

## Ask



- Y What is the process flow chart of a CRM system?
- Y Can anyone tell me the types of CRM?
- Y List two important benefits of CRM.

## Notes for Facilitation



- Y Allow one or two students to answer the questions.
- Y Write down the correct answer on the board.



## Elaborate

- Elaborate on the following questioning techniques for understanding customer queries:
  - Closed questions
  - Open questions
  - Probing questions
  - Funnelling questions
  - Clarifying questions
  - Leading questions

## Ask

- What is the difference between open and closed question techniques?
- Can anyone tell me some examples of the leading question technique?
- When will a customer ask clarifying questions?

## Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Explain

- Explain the following topics:
  - Documentation (Fig 4.1.4)
  - Classification (Fig 4.1.5 and 4.1.6)
  - Prioritization (Fig 4.1.7)
  - Importance of timescales for progress and resolution of customer queries
  - Basis for prioritization of customer queries (Fig 4.1.8)

## Elaborate



- Elaborate on the following metrics related to customer query resolution time:
  - First contact resolution rate
  - Average resolution time
  - Overall resolution rate

## Ask



- Why is important to document, classify and prioritize customer queries?
- What is the calculating formula for first contact resolution time and overall resolution rate?

## Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Summarize



- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Exercise



- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 4.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Questions I.
    1. Reference given in 4.1.1
    2. Reference given in 4.1.2

- 3. Reference given in 4.1.4
- Answers to Questions II.
  - 1. Classification or categorization
  - 2. Prioritization
  - 3. Questioning techniques
- Answer to Question III:
  - 1. Operational
  - 2. Hope the problem is resolved now?
  - 3. Cost



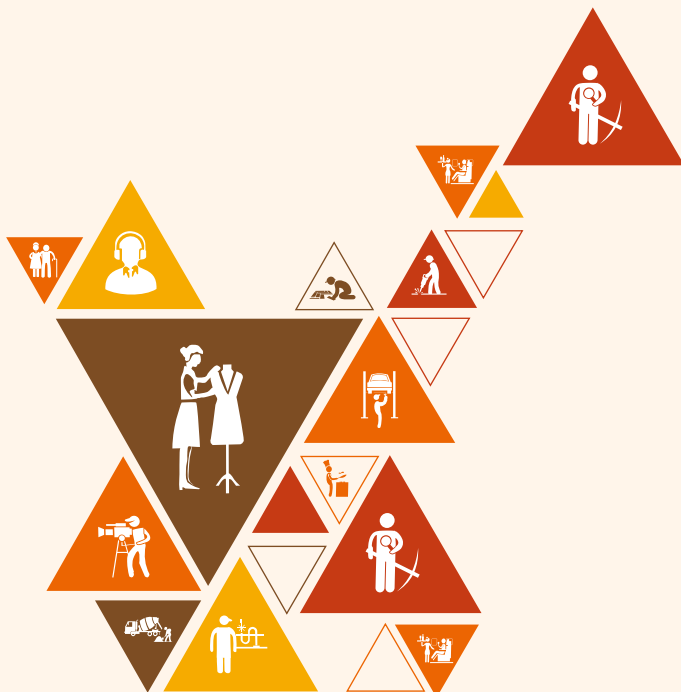
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## 5. Documentation

### Process for Queries

## Unit 5.1 - Documentation and Resolution of Customer Queries

## Unit 5.2 - IT Requirements for Voice Set-up



SSC/N7301

## Key Learning Outcomes

**At the end of this module, the participant will be able to:**

1. Select the correct category of documentation as per the list mentioned in query management tool
2. Utilize various templates to record the query with the resolution for future purpose

## UNIT 5.1 Documentation and Resolution of Customer Queries

### Unit Objectives

**At the end of this unit, the participant will be able to:**

1. List the common types of customer queries and how to resolve them

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Do

- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

### Say

- "In the last module, we discussed Customer Relationship Management (CRM) tools and systems, different questioning techniques for understanding customer queries and various metrics related to customer queries resolution time."
- "Today, we are going to cover common types of customer queries and ways to resolve them."

### Explain

- Explain the following topics:
  - Call tracking software
  - Categories of customer complaints (Fig 5.1.1)
  - Details of customer queries have to be documented
  - General steps to resolve customer queries (Fig 5.1.2)
  - Steps to follow while resolving customer's issues on the phone (Fig 5.1.3)

## Elaborate



- Elaborate on the following topics:
  - Common technical issues, causes and their resolution (Table 5.1.1)
  - Steps to troubleshoot any computer-related problem (Fig 5.1.4)
  - Steps to troubleshoot application errors (Fig 5.1.5)
  - Templates to record customer queries (Fig 5.1.6)

## Group Activity



<b>Objective</b>	The purpose of this activity is to understand how to fill template to record customer queries.
<b>Materials required</b>	Pen and paper
<b>Steps / procedure</b>	<ul style="list-style-type: none"> <li>• This is a skill practice activity.</li> <li>• Ask the participants to use the sample template to record the customer queries which is available in the Participant Handbook (Fig 5.6).</li> <li>• Ask the participants to fill some customer queries and respective fields present in template.</li> <li>• Give 5-10 minutes to complete the activity.</li> <li>• Ask the participants to show their answers to the class.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity will help them to learn how to fill templates to record customer queries.

## Ask



- What information must be documented when recording consumer queries?
- What do you understand by call tracking software?
- Name some issues related to hardware and their solutions.

## Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.



## UNIT 5.2 IT Requirements for Voice Set-Up

### Unit Objectives

**At the end of this unit, the participant will be able to:**

1. List the basic IT requirements needed for voice set-up

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Say

- "In the last unit, we discussed various types of customer queries and how to resolve them."
- "In Today's session we understand basic IT requirements needed for voice set-up."
- "Technology is required in customer service centers to create a better customer experience. A wide range of hardware and software are available to automate processes like analysing data, managing customer relationships, managing day-to-day operations, etc. Most of the customer service software is integrated with live chat, shared inbox, social media, etc."
- "Let's understand in detail."

### Explain

- Explain the following basic technologies used for voice set-up:
  - Internet telephone support
  - Web Real-time Communication (WebRTC)
  - Intelligent call routing
  - Voice bots and voice assistants
  - Automatic Call Distributor (ACD) (Fig 5.2.1)

**Ask**

- What do you understand by Intelligent call routing?
- List different types of call distribution.
- What is the role of IVR in Automatic Call Distributor (ACD)?

**Notes for Facilitation**

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

**Summarize**

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

**Exercise**

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 5.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Questions I.
    1. Reference given in 5.1.2
    2. Reference given in 5.1.2
    3. Reference given in 5.2.1
  - Answers to Questions II.
    1. Technical issues
    2. Templates
    3. Intelligent call routing

- Answer to Question III:
  1. Computer is frozen
  2. Malware attacks
  3. Automatic call distributor



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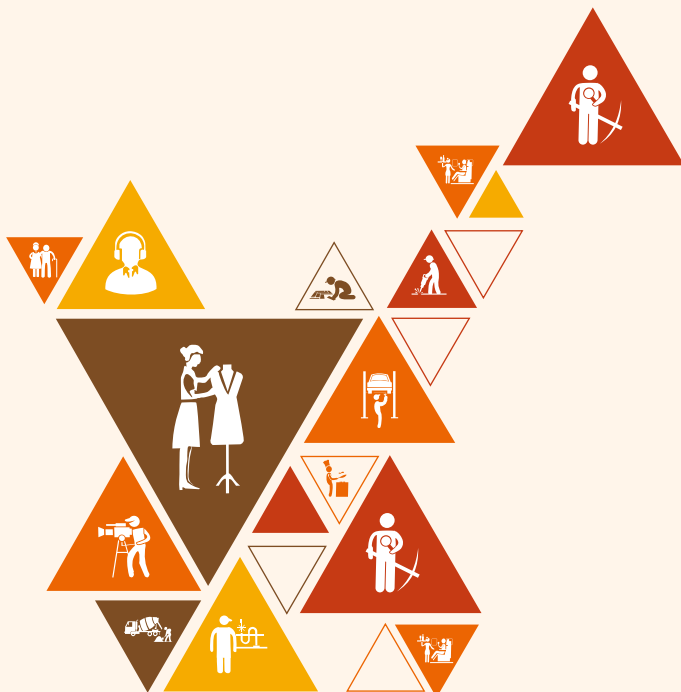
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## 6. Process of Query Resolution

Unit 6.1 - Query Resolution Process Based on Type of Customers and Their Behaviour



**SSC/N7301**

## Key Learning Outcomes

**At the end of this module, the participant will be able to:**

1. Identify the possible IT components required like e-mail platform/ webchat/telephone platform
2. Utilize various balanced judgments to different situations that could be used as a resolution

## UNIT 6.1 Query Resolution Process Based on Type of Customers and Their Behaviour

### Unit Objectives

**At the end of this unit, the participant will be able to:**

1. Identify the nature of the customer, mood of the customer (angry, dissatisfied, seeking advice, dominant) before proceeding with objection handling

### Resources to be Used

- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Do

- Welcome and greet the students.
- Discuss the important topics from the previous two modules.

### Say

- Say that, "So, let's start today's session. In this module, we are going to discuss nature and mood of the customer before proceeding with objection handling."
- "Interacting with customers of different types of customers with different natures and temperament is very difficult and challenging. Different approaches are required to handle different types of customers. Irrespective of the type or mood of the customer, the support staff should remain calm throughout the conversation, show respect, show empathy and not lose patience."
- "Let's find it in detail."

## Explain



Y Explain the following types of customers and ways to resolve their queries:

- New customers
- Active customers
- Lapsed customers
- Impulse customers
- Angry customers
- Dissatisfied customers
- Dominant customers
- Loyal Customers

Y Explain general tips to manage customers (Fig 6.1.1).

## Elaborate



- Elaborate on the following IT platforms for query resolution:
  - Electronic mail (e-mail) (Fig 6.1.2)
  - Web chat
  - Instant Messaging (IM) Technology

## Say



Y “Let us now participate in an activity to understand how to handle different types of customers.”

## Group Activity

<b>Objective</b>	The purpose of this activity is to understand how to handle different types of customers.
<b>Materials required</b>	Whiteboard, Marker for scores
<b>Steps / procedure</b>	<ul style="list-style-type: none"> <li>• This activity will be in the form of “Role Play.”</li> <li>• The facilitator will divide the class into pairs.</li> <li>• Each pair will take part in the role play.</li> <li>• In the first round, one participant from each pair will play the role of a customer and the other participant will help him/her resolve his/her queries.</li> <li>• Ask each pair to play the role of different types of customers i.e., angry, dissatisfied, active, etc. and the other one provides a solution according to them.</li> <li>• In the second round, the roles of the participants will be swapped.</li> <li>• The participant who played the customer will become a technician support executive who will provide a solution to the customers.</li> <li>• The other set of participants will become the customer in need of help with his/her queries.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity helps the participants to understand how to handle different types of customers.

## Notes for Facilitation

- Jot down the crucial points on the whiteboard as the students speak.
- Share your inputs and insight, to encourage the students and add onto what they talk about.
- Ensure that all students participate in the class.

## Ask

- How do you handle angry and dissatisfied customer queries?
- What are the characteristics of new and active customers?
- Give three important general tips to manage customers.
- List any five fields of an e-mail?
- What is Instant Messaging (IM) technology?



## Notes for Facilitation

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 6.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Questions I.
    1. Reference given in 6.1.1
    2. Reference given in 6.1.1
    3. Reference given in 6.1.2
  - Answers to Questions II.
    1. Web chat
    2. Customers
    3. Electronic mail (e-mail)
  - Answer to Question III:
    1. Active customers
    2. A customer switched to a competitor
    3. Instant messaging technology



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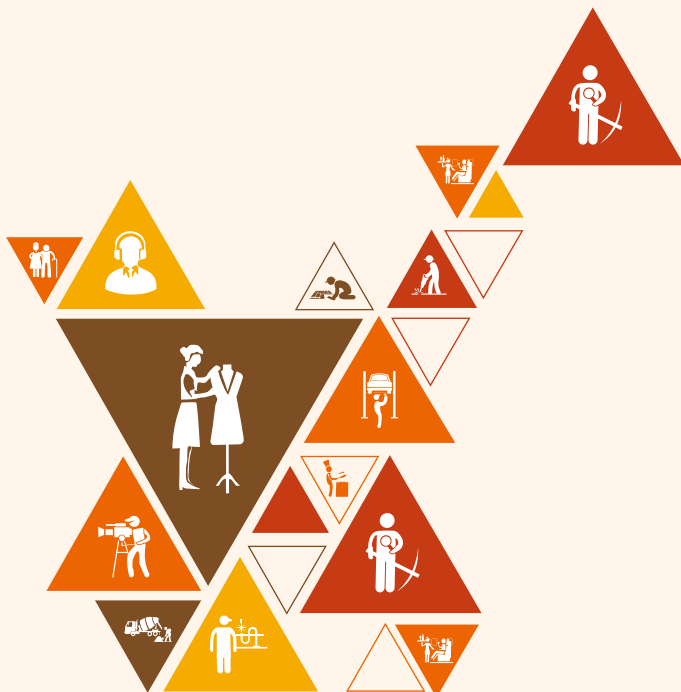
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# 7. Software Requirement for Query Management

Unit 7.1 - Types of Software Used to Speed up the  
Process of Sharing Resolution



**SSC/N7301**

## Key Learning Outcomes

**At the end of this module, the participant will be able to:**

1. Identify the input type of the query received through e-mail, chat, IM (Instant Messenger), etc.
2. Examine the specific data storage types used in the CRM tool

## UNIT 7.1 Software to Speed Up the Process of Sharing Resolution

### Unit Objectives



**At the end of this unit, the participant will be able to:**

1. Identify the various types of software used by customers to speed up the process of sharing resolution

### Resources to be Used



- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Notes for Facilitation



- Begin the session with a brief recapitulation of the previous session.

### Say



- “In the previous session, we discussed different type of customers and their behaviour.”
- “Software tools can provide many benefits to businesses from organizing contact to automating tasks. It enables centralizing and organizing customer data, helps in collaboration between team members, faster query resolution, etc. Some of the tools help in extracting inputs received through e-mails, chats and messaging systems and integrate with the CRM system for query resolution. Some of the advanced tools also enable the agents to guide and share the process of resolution with the customers during query resolution.”
- “Let's understand in detail.”

**Explain**

ÿ Explain the following software used to enhance the speed of query resolution:

- Contact management
- Fault management
- Task management
- Document management
- CRM telephony
- E-mail management
- Customer service campaign management
- Customer service dashboards

**Elaborate**

- Elaborate on the following topics:
  - Data storage in CRM
  - Different types of data storage (Fig 7.1.1)
  - Customer database
  - Knowledge database

**Ask**

- ÿ List any five-software available to speed up the process of query resolution.
- ÿ Can anyone tell me the types of data storage?
- ÿ What are the emerging trends in data storage?
- ÿ What do you understand by contact management?

**Notes for Facilitation**

- ÿ Allow one or two students to answer the questions.
- ÿ Write down the correct answer on the board.

## Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 7.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Questions I:
    1. Reference given in 7.1.1
    2. Reference given in 7.1.1
    3. Reference given in 7.1.1
  - Answers to Questions II:
    1. Contact management
    2. Customer service dashboards
    3. Direct attached storage and network attached storage
  - Answer to Question III:
    1. RAID
    2. Customer service dashboards
    3. Products and services purchased

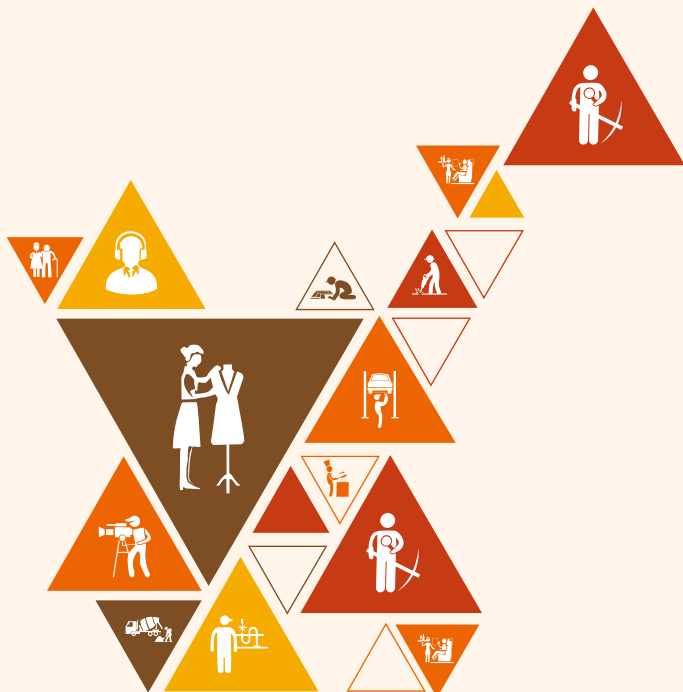


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# 8. Implement & Improve the Gender Sensitivity, PWD (Person/People with Disability) Sensitivity and Greening

Unit 8.1 - Sustainable Practices

Unit 8.2 - Respect Diversity and Strengthen Practices  
to Promote Equality



**SSC/N9014**

## Key Learning Outcomes

**At the end of this module, the participant will be able to:**

1. Illustrate sustainable practices in the workplace for energy efficiency and waste management
2. Apply different approaches to maintain gender equality and increase inclusiveness for PwD



## Unit 8.1: Sustainable Practices

### Unit Objectives

**At the end of this unit, the participant will be able to:**

1. Describe different approaches for efficient energy resource utilization and waste management
2. Describe the importance of following diversity policies

### Resources to be Used

- Participant Handbooks
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Notes for Facilitation

Ÿ Begin the session with a brief recapitulation of the previous session.

### Say

Ÿ “In the previous module, we gain an understanding on workplace data management.”

Ÿ “We will now discuss the sustainable practices in workplace that optimize usage of material and energy. Moreover, waste management is a significant aspect of every organization. We will also discuss proper waste management and recycling processes here.”

### Ask

Ÿ Why do you think promoting greenery is important?

Ÿ How should an organization manage its waste products?

## Notes for Facilitation

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

## Say

- “Plants in workplaces purify the air; they reduce the concentration of CO<sub>2</sub> (Carbon dioxide gas) and other volatile organic compounds, keeping the air fresh and healthy.”
- “External vegetation moderates heat in and around office block in the summertime, pulling down heat stress and decreasing the necessity for air-conditioning”.
- “Green roofs and facades proliferate insulation or the absorption capacity of heat, plummeting heating and cooling expenses”.
- “Green environments encourage people to undertake activities such as a lunchtime walk, keeping staff alert and healthy. Long periods of sitting adversely affect health.”
- “Renewable Energy is an eternal energy source that does not get depleted on exploitation and fetch nil or minimal waste product”.
- “Let us now participate in an activity to understand the concept better.”

## Activity

<b>Objective</b>	The purpose of this activity is to prepare a sample checklist and monitor energy usage.
<b>Materials required</b>	Pen, Paper
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This activity is in the form of “Prepare a sample checklist and monitor energy usage”.</li> <li>• This activity targets to make the trainees understand the optimization of energy in the workplace.</li> <li>• The trainer will divide the class into three groups.</li> <li>• The trainer will distinguish one particular room for the case study.</li> <li>• Each group will be assigned with the following tasks.</li> <li>• Count the number of lights, fans and ACs in the case study room.</li> <li>• Note down the duration of their usage.</li> <li>• Assess the proper usage and wastage.</li> <li>• Prepare a checklist to evaluate how to optimize the energy usage.</li> <li>• Submit a document furnishing observations.</li> <li>• The trainer will check the documents and declare the best group.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity helps the participants to understand the optimization of energy in the workplace.

## Explain



- Explain how to optimize the usage of electricity/energy, materials and water.
- Explain the significance of greening.
- Explain the initiative towards efficient use of natural resources and energy, reduction and prevention of pollution with help of Table 8.1.1 given in the Participant Handbook.
- Explain various energy options including renewable and non-renewable.

## Do/Demonstrate



- Demonstrate 'Sustainable Practices' with the help of the AV link - [youtu.be/-0zQV8F03Og](https://youtu.be/-0zQV8F03Og)

## Elaborate



- Elaborate the following topics:
  - Electricity first aid emergency procedures
  - Steps to free a person from electrocution
  - Segregate Recyclable, Non-Recyclable and Hazardous Waste
  - Process of reporting potential hazard
  - Hazard Identification
  - Hazard and Operability (HAZOP) Study
  - 3Rs of waste optimization

## Activity



<b>Objective</b>	The purpose of this activity is to prepare a sample hazard measurement checklist.
<b>Materials required</b>	Pen, Paper
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This activity is in the form of “Waste management”.</li> <li>• The trainer will ask every trainee to prepare a sample hazard measurement checklist.</li> <li>• The trainees should assess the waste management system of the building.</li> <li>• They should prepare a document on the existing waste management system and propose systems to enhance it.</li> <li>• They must be able to segregate between different types of waste and their treatment.</li> <li>• On the merit of the document submitted by the trainees, the trainer will announce the best reports.</li> <li>• The trainees who furnished best reports will be appreciated by the class.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity helps the participants to recognize potential hazards at workplace.

## Summarize



- Summarize the session using roleplay on the techniques of telecalling.
- Prepare a list of participants’ doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Unit 8.2: Respect Diversity and Strengthen Practices to Promote Equality

### Unit Objectives

At the end of this unit, the participant will be able to:

1. Identify stereotypes and prejudices associated with people with disabilities and the negative consequences of prejudice and stereotypes
2. Discuss the importance of promoting, sharing, and implementing gender equality and PwD sensitivity guidelines at the organizational level

### Notes for Facilitation

• Begin the session with a brief recapitulation of the previous session.

### Say

- “In the previous unit, we discussed the sustainable practices in workplace that optimize usage of material and energy. Moreover, waste management is a significant aspect of every organization.”
- “We also discussed proper waste management and recycling processes.”
- “Today we will talk about gender sensitivity at workplace and PwD related policies to strengthen and promote equality.”

### Ask

• Why do you think promoting gender equality at workplace is important?

### Notes for Facilitation

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

## Say



- Y “The Constitution of India applies uniformly to equality of opportunity for all citizens (including every legal citizen of India, whether they are the disabled) in matters relating to employment or healthy or disabled.”
- Y “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 prescribes a system for investigating and redressing complaints against sexual harassment of women at the workplace.”
- Y “The definition of a ‘disabled person’ is broadened under the 2016 Act: it covers persons with disability, persons with benchmark disability, and persons with disability having high support needs
- Y The Indian Government respects the equality and therefore no discrimination should be made on the ground of disability.”
- Y “The definition of a ‘disabled person’ is broadened under the 2016 Act: it covers persons with disability, persons with benchmark disability, and persons with disability having high support needs.”
- Y “Let us now participate in an activity to understand the concept better.”

## Activity



<b>Objective</b>	The purpose of this activity is to learn the laws and regulations related to PWD issued by the government.
<b>Materials required</b>	N/A
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This activity is in the form of “elocution session.”</li> <li>• The Trainer will divide the class into 4 groups.</li> <li>• Each group will be assigned with one law related to PWD compliance issued by the government of India (as discussed in the unit).</li> <li>• The groups will come in front of the class one by one and explain the key features and advantages of the law assigned to them.</li> <li>• The Trainer will supervise the session.</li> <li>• The best group will be appreciated by the class.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity helps the participants to understand the laws and regulations related to PWD compliance issued by the government of India

## Explain



- Explain the concept of Gender, Gender Equality and Gender discrimination.
- Explain the policies and procedures about gender inclusivity, equality and sustainability while working with colleagues.
- Explain the organization's Redressal Mechanisms.

## Elaborate



- Elaborate the following topic - Comply to PWD Inclusive Policies.

## Activity



<b>Objective</b>	The purpose of this activity is to learn the importance of gender equality at workplace.
<b>Materials required</b>	Pen, Paper
<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This activity is in the form of 'written test'</li> <li>• Each Trainee will be provided with blank sheets and pen</li> <li>• The Trainer will read out the following question to the Trainees</li> <li>• What is gender equality and workplace and how that can be implemented and strengthened?</li> <li>• The Trainees will get 15 minutes to answer the above question</li> <li>• They should write the answer in the stipulated time</li> <li>• The Trainer will check the answers</li> </ul> <p>Trainees with best answers will be appreciated by the class.</p>
<b>Conclusion / what has been achieved</b>	This activity helps the participants to implement gender equality at workplace.

## Summarize



- Summarize the session using roleplay on the techniques of telecalling.
- Prepare a list of participants' doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 12.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Questions I.
    1. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act - 2013
    2. The Person with Disabilities Act - 1995
    3. The Mental Health Act - 1987
    4. The Rehabilitation Council of India - 1992
    5. The National Trust Act - 1999
  - Answers to Questions II
    1. 1. (b)
    2. 2. (c)
    3. 3. (a)
  - Answers to Questions III
    1. Identifying hazards, assessing the risks, controlling and mitigating risks
    2. Wind energy, solar energy, geothermal energy, bio energy, hydropower energy
    3. In order to ensure speedy justice, special courts are instituted in each district to deal with cases pertaining to the violation of the rights of disabled persons. Penalties for the violation of rights of disabled persons can extend to a monetary fine of US\$7,750 (Rs 500,000) and imprisonment for up to five years.
    4. Switch off the main power, don't touch the person who is electrocuted, try to remove the person from the electrical source with the help of non-conducting objects like stick, cardboard, bamboo, etc. , lay the person in this position.

## QR Code

Scan the QR Code to watch the related video



<https://youtu.be/-0zQV8F03Og>

Unit 8.1: Sustainable Practices





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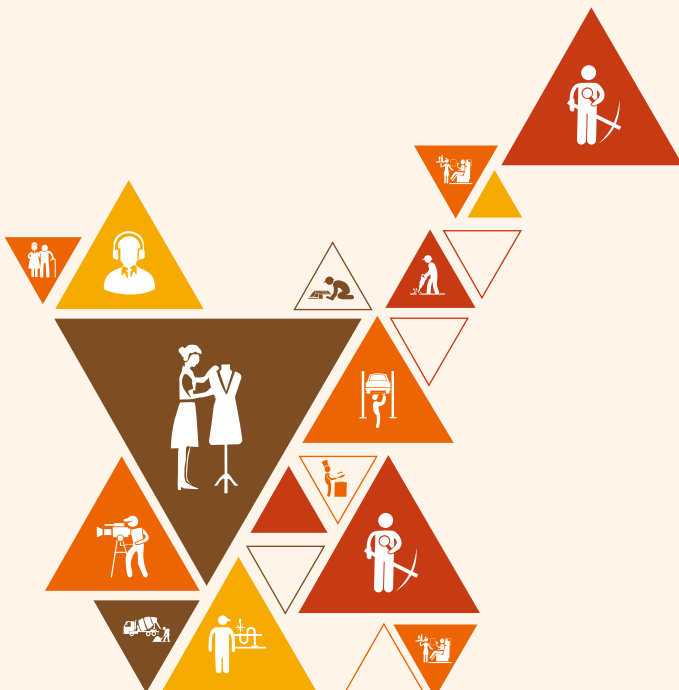


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## 9. Annexures

Annexure I : Training Delivery Plan

Annexure II: Assessment Criteria



## ANNEXURE - QR Codes

Sno.	Chapter No.	Unit No.	Topic name	Page No.	QR Codes	URL
1.	Bridge Module - IT-ITeS/Software Products Industry – An Introduction	Unit 1.1 - Introduction to IT-ITeS/Software Product Development Industry	Software Products Development sector	8		<a href="https://youtu.be/dnH-y7eQ4aQ">youtu.be/dnH-y7eQ4aQ</a>
2.	Module 2 Attending customer queries	Unit 2.1 - Segments, Tools and Techniques in Technical Customer Service	Segments in Voice-Based Technical Customer Service	14		<a href="https://youtu.be/X-kOBPApBMA">youtu.be/X-kOBPApBMA</a>
3.	Module 3 Skills for Query Management	Unit 3.1 - Customer Query Management	Tools for Query Management	20		<a href="https://youtu.be/W8GjZnoN0lk">youtu.be/W8GjZnoN0lk</a>
4.	Module 8 Inclusive and Environmentally Sustainable Workplaces		Sustainable Practices	56		<a href="https://youtu.be/-0zQV8F03Og">youtu.be/-0zQV8F03Og</a>



## Annexure I

### Training Development Plan

Training Delivery Plan			
<b>Program Name</b>	<b>Technical Support Executive- Voice</b>		
<b>Qualification Pack, Name and Reference ID</b>	Technical Support Executive - Voice SSC/Q7202, v3.0		
<b>Version No.</b>	3.0	<b>Version Update Date</b>	27/01/2022
<b>Minimum Educational Qualification and Experience</b>	Class 11th OR 10th+1-Yr NTC/NAC/CITS, NSQF Level 3 STT		
<b>Pre-requisites to Training (If any)</b>	Certifications in Change Management, Communication Techniques		
<b>Minimum Job Entry Age</b>	16 Years		
<b>Training Outcome</b>	<p><b>After completing this programme, trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate methods to record and categorize service requests/incidents.</li> <li>2. Identify different software needed for query management and tracking, recording customer complaints.</li> <li>3. Design methods of proper query resolution within their area of competence or authority in line with standard guidelines and service level agreements (SLAs).</li> <li>4. Identify the correct alternative solution from customer relationship management (CRM) tools and systems.</li> <li>5. Examine the purpose of different questioning techniques for understanding customer queries.</li> <li>6. Select the correct category of documentation as per the list mentioned in the query management tool.</li> <li>7. Examine various templates to record the query with the resolution for future purpose.</li> <li>8. Identify the input type of the query received through IM (Instant Messenger) voice call, etc.</li> <li>9. Examine the specific data storage types used in the CRM tool.</li> <li>10. Demonstrate effective communication and collaboration with colleagues.</li> <li>11. Apply measures to maintain standards of health and safety at the workplace.</li> </ol>		

	<ol style="list-style-type: none"><li>12. Use different approaches to effectively manage and share data and information.</li><li>13. Develop strong relationships at the workplace through effective communication and conflict management.</li><li>14. Identify best practices to maintain an inclusive, environmentally sustainable workplace.</li></ol>
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Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
1.	Attending Customer Queries (SSC/N7301)	Segments, Tools and Techniques in Technical Customer Service	1. Identify the various segments in voice technical customer service, tools, and techniques	SSC/N7301	Interactive Lecture in the Class, Activity, Demonstrate	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 6 P: 2
		Segments, Tools and Techniques in Technical Customer Service (Contd....)					T: 0 P: 4
		Segments, Tools and Techniques in Technical Customer Service (Contd....)					T: 3 P: 5
		Segments, Tools and Techniques in Technical Customer Service (Contd....)	2. Identify the nature and range of queries related to technical aspects including networking/connectivity, operating system/ software, installation/configuration, etc.		Interactive Lecture in the Class, Activity, Demonstrate	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 6 P: 2
		Segments, Tools and Techniques in Technical Customer Service (Contd....)					T: 0 P: 3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
2.	Skills for Query Management (SSC/N7301)	Customer Query Management	1. Identify different software needed for query management and tracking	SSC/N7301	Interactive Lecture in the Class, Team Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 6 P: 2
		Customer Query Management (Contd....)					T: 0 P: 8
		Customer Query Management (Contd....)	2. Refer to experts/trainers for solutions to queries, where available		Interactive Lecture in the Class, Team Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 6 P: 2
		Customer Query Management (Contd....)					T: 0 P: 8
		Customer Query Management (Contd....)	3. Discuss with supervisor or quality assurance team, where necessary to find solution for a specific query		Interactive Lecture in the Class, Team Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 5 P: 3
		Customer Query Management (Contd....)					T: 0 P: 3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
3.	Deal with Customer Queries (SSC/N7302)	Dealing with Customer Queries Using CRM Tools and Systems	1. Discuss the importance of documenting, classifying and prioritizing customer queries	SSC/N7302	Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 6 P: 2
		Dealing with Customer Queries Using CRM Tools and Systems (Contd....)					T: 0 P: 8
		Dealing with Customer Queries Using CRM Tools and Systems (Contd....)					T: 0 P: 4
		Dealing with Customer Queries Using CRM Tools and Systems (Contd....)	2. Discuss the importance of keeping customers informed about timescales for progress and resolution of customer queries		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 6 P: 2
		Dealing with Customer Queries Using CRM Tools and Systems (Contd....)					T: 0 P: 8
		Dealing with Customer Queries Using CRM Tools and Systems (Contd....)					



Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Dealing with Customer Queries Using CRM Tools and Systems (Contd....)					T: 0 P: 4
4.	Documentation Process for Queries (SSC/N7301)	Documentation and Resolution of Customer Queries	1. List the common types of customer queries and how to resolve them	SSC/N7301	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 8 P: 0
		Documentation and Resolution of Customer Queries (Contd....)					T: 2 P: 6
		Documentation and Resolution of Customer Queries (Contd....)					T: 0 P: 8
		Documentation and Resolution of Customer Queries (Contd....)					T: 0 P: 4
		IT Requirements for Voice Set-up	1. List the basic IT requirements needed for voice set-up		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 7 P: 1

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		IT Requirements for Voice Set-up (Contd....)					T: 0 P: 8
		IT Requirements for Voice Set-up (Contd....)					T: 0 P: 1
5.	Process of Query Resolution (SSC/N7301)	Query Resolution Process Based on Type of Customers and Their Behaviour	1. Identify the nature of the customer, mood of the customer (angry, dissatisfied, seeking advice, dominant) before proceeding with objection handling	SSC/N7301	Interactive Lecture in the Class, Group Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 8 P: 0
		Query Resolution Process Based on Type of Customers and Their Behaviour Contd....)					T: 4 P: 4
		Query Resolution Process Based on Type of Customers and Their Behaviour Contd....)					T: 0 P: 8

Sl . N o.	Module Name	Session Name	Session Objectives	NO S Ref .	Metho dology	Training Tools/Aids	Duration in Hours
		Query Resolution Process Based on Type of Customers and Their Behaviour Contd....)					T: 0 P: 8
		Query Resolution Process Based on Type of Customers and Their Behaviour Contd....)					T: 0 P: 7
6.	Software Requirement for Query Management (SSC/N7301)	Software to Speed up the Process of Sharing Resolution	1. Identify the various types of software used by customers to speed up the process of sharing resolution	SSC /N 73 01	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 8 P: 0
		Software to Speed up the Process of Sharing Resolution (Contd...)					T: 8 P: 0
		Software to Speed up the Process of Sharing Resolution (Contd...)					T: 1 P: 7
		Software to Speed up the Process of Sharing Resolution (Contd...)					T: 0 P: 8
		Software to Speed up the Process of Sharing Resolution (Contd...)					T: 0 P: 8
		Software to Speed up the Process of Sharing Resolution (Contd...)					T: 0 P: 2

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
7.	Inclusive and environmentally sustainable workplaces (SSC/N 9014)	Sustainable Practices	1. Describe different approaches for efficient energy resource utilization and waste management.	SSC/N 9014	Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 5
		Sustainable Practices (Contd...)	2. Describe the importance of following the diversity policies		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P: 5
		Sustainable Practices (Contd...)	3. Identify stereotypes and prejudices associated with people with disabilities and the negative consequences of prejudice and stereotypes.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 5
		Respect Diversity and Strengthen Practices to Promote Equality	4. Discuss the importance of promoting, sharing and implementing gender equality and PwD sensitivity guidelines at organization level.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P: 5

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
8.	Employability & Entrepreneurship Skills	Introduction to Employability Skills	<ol style="list-style-type: none"> <li>1. Discuss the Employability Skills required for jobs in various industries</li> <li>2. List different learning and employability related GOI and private portals and their usage</li> </ol>	N/A	Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0.5 P:1
		Constitutional Values: Citizenship	<ol style="list-style-type: none"> <li>1. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen</li> <li>2. Show how to practice different environmentally sustainable practices</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0.5 P:1
		Becoming a Professional in the 21st Century	<ol style="list-style-type: none"> <li>1. Discuss importance of relevant 21st century skills.</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P:1.5

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
			1. Exhibit 21st century skills like Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.  2. Describe the benefits of continuous learning				
		Basic English Skills	1. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone  2. Read and interpret text written in basic English  3. Write a short note/paragraph / letter/e -mail using basic English		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 4
		Basic English Skills (Contd.)					T: 2 P:0

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Communication Skills	<ol style="list-style-type: none"> <li>1. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</li> <li>2. Explain the importance of active listening for effective communication</li> <li>3. Discuss the significance of working collaboratively with others in a team</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P:3
		Essential Digital Skills	1. Describe the role of digital technology in today's life		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P:2
		Essential Digital Skills (Contd.)	<ol style="list-style-type: none"> <li>2. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely</li> <li>3. Discuss the significance of displaying responsible online behaviour while browsing, using various social media platforms, e-mails, etc., safely and securely</li> <li>4. Create sample word documents, excel sheets and presentations using basic features utilize virtual collaboration tools to work effectively</li> </ol>				T: 0 P:4

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Diversity and Inclusion	<ol style="list-style-type: none"> <li>1. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD</li> <li>2. Discuss the significance of escalating sexual harassment issues as per POSH</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P:1.5
		Financial and Legal Literacy	<ol style="list-style-type: none"> <li>1. Outline the importance of selecting the right financial institution, product, and service</li> <li>2. Demonstrate how to carry out offline and online financial transactions, safely and securely</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P:3
		Career Development and Goal-Setting	<ol style="list-style-type: none"> <li>1. Create a career development plan with well-defined short- and long-term goals</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P:1
		Customer Service	<ol style="list-style-type: none"> <li>1. Describe the significance of analysing different types and needs of customers</li> <li>2. Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>3. Discuss the significance of maintaining hygiene and dressing appropriately</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P:3



Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Getting Ready for Apprenticeships and Jobs	<ol style="list-style-type: none"> <li>1. Create a professional Curriculum Vitae (CV)</li> <li>2. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively</li> <li>3. Discuss the significance of maintaining hygiene and confidence during an interview</li> <li>4. Perform a mock interview</li> <li>5. List the steps for searching and registering for apprenticeship opportunities</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P:5
<b>Total (In Hours)</b>					<b>Theory</b>		100
					<b>Practical</b>		170
					<b>On the Job Training &amp; ES Module</b>		120
					<b>*Grand Total (in Hours)</b>		390 hours

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Technical Support	
Job Role	Technical Support Executive- Voice
Qualification Pack	SSC/Q5101, v3.0
Sector Skill Council	IT-ITeS Sector Skills Council NASSCOM

Sr. No. Guidelines for Assessment	
1.	Criteria for assessment for each Qualifications File will be approved by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3.	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/ Set of NOS.
4.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
5.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criterion.
6.	To pass the Qualifications File, every trainee should score a minimum of 70 % of aggregate marks.
7.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification File.

Total Marks: 600	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Total Marks	Theory Marks	Practical Marks	Viva Marks
Assessable Outcomes	Assessment criteria for the outcome	Total Marks	Out of	Theory	Skills Practical
<b>SSC/N7301: Deal remotely with basic IT service request/incidents - voice</b>	<b>PC1.</b> confirm to customers that the service requests/ incidents have been received	<b>100</b>	5	5	-
	<b>PC2.</b> express concern for any difficulties caused and make commitments to resolve them		10	-	10
	<b>PC3.</b> obtain sufficient information from customers to understand the nature of the problems and perform initial diagnosis		5	5	-
	<b>PC4.</b> record and categorize service requests/incidents accurately using the organization's incident management tool		10	-	10
	<b>PC5.</b> support customers remotely to test potential solutions		10	-	10
	<b>PC6.</b> prioritize service requests/incidents according to organizational guidelines		10	-	10
	<b>PC7.</b> provide customers with a justifiable resolution time, where an immediate solution cannot be found		5	5	-
	<b>PC8.</b> refer problems to line managers and obtain advice and guidance, where the problems cannot be resolved by the helpdesk		10	10	-

Total Marks: 600		Compulsory NOS			
Assessable Outcomes	Assessment criteria for outcomes	Total Marks (600)	Theory Marks	Practical Marks	Viva Marks
Assessable Outcomes	Assessment criteria for the outcome	Total Marks	Out of	Theory	Skills Practical
	<b>PC9.</b> monitor problems to keep customers informed about progress and any delays in resolving them		10	-	10
	<b>PC10.</b> obtain confirmation from customers those problems have been resolved		5	5	-
	<b>PC11.</b> record the resolution of problems accurately		10	-	10
	<b>PC12.</b> comply with relevant standards, policies, procedures, and guidelines when dealing with basic IT service requests/ incidents		10	-	10
		<b>Total</b>	<b>100</b>	<b>30</b>	<b>70</b>
<b>SSC/N9014: Maintain an inclusive, environmentally sustainable workplace</b>	<b>PC1.</b> optimize usage of electricity/energy, materials, and water in various tasks/activities /processes and plan the implementation of energy efficient systems in a phased manner	<b>100</b>	20	5	15
	<b>PC2.</b> segregate recyclable, non-recyclable and hazardous waste generated for disposal or efficient waste management		20	5	15

Total Marks: 600	Compulsory NOS				
Assessable Outcomes	Assessment criteria for outcomes	Total Marks (600)	Theory Marks	Practical Marks	Viva Marks
Assessable Outcomes	Assessment criteria for the outcome	Total Marks	Out of	Theory	Skills Practical
	<b>PC3.</b> understand the diversity policy of the organization and use internal & external communication to colleagues to improve		15	5	10
	<b>PC4.</b> comply with PwD inclusive policies for an adaptable and equitable work environment		10	-	10
	<b>PC5.</b> improve through specifically designed recruitment practices, PwD friendly infrastructure, job roles, etc.		20	-	20
	<b>PC6.</b> improve through specifically designed recruitment practices, PwD friendly infrastructure, job roles, etc.		15	5	10
		<b>Total</b>	<b>100</b>	<b>20</b>	<b>80</b>
<b>5. Employability NOS for 60 Hours</b>	PC1. Introduction to Employability Skills	<b>50</b>	2	1	1
	PC2. Constitutional values – Citizenship		2	1	1
	PC3. Becoming a Professional in the 21st Century		6	2	4
	Pc4. Basic English Skills		6	2	3
	PC5. Career Development & Goal Setting		3	1	2

Total Marks: 600		Compulsory NOS			
Assessable Outcomes	Assessment criteria for outcomes	Total Marks (600)	Theory Marks	Practical Marks	Viva Marks
Assessable Outcomes	Assessment criteria for the outcome	Total Marks	Out of	Theory	Skills Practical
	PC6. Communication Skills		4	2	2
	PC7. Diversity & Inclusion		2	1	2
	PC8. Financial and Legal Literacy		5	2	3
	PC9. Essential Digital Skills		8	3	4
	PC10. Entrepreneurship		4	2	3
	PC11. Customer Service		3	1	2
	PC12. Getting Ready for Apprenticeship & Jobs		5	2	3
Total			50	20	30

## 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 organization.
- **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 organizational specific knowledge that an individual needs in order to perform to the required standard.
- **Organizational Context:** Organizational context includes the way the organization 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 contributive 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.





**Skill India**  
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सत्यमेव जयते  
GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



**N.S.D.C.**  
National  
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Transforming the skill landscape



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