



# Model Curriculum

**QP Name: Customer Care Executive**

**QP Code: ELE/Q4603**

**QP Version: 3.0**

**NSQF Level: 4**

**Model Curriculum Version: 3.0**

Electronic Sector Skill Council of India || 155, 2nd Floor, ESC House, Okhla Industrial Area - Phase 3,  
New Delhi – 110020

# Table of Contents

Training Parameters.....	3
Program Overview .....	4
Training Outcomes.....	4
Compulsory Modules .....	4
Module Details.....	6
Module 1: Introduction the role of Customer Care Executive.....	6
Module 2: Interact with customers on telephone to resolve non-technical and technical issues....	7
Module 3: Profile the customer and register complaint .....	9
Module 4: Basic Health and Safety Practice. ....	10
Module 5: Employability Skills (60 Hours) .....	11
Module 6: On-the-Job Training .....	12
Annexure.....	13
Trainer Requirements .....	13
Assessor Requirements.....	14
Assessment Strategy .....	15
References .....	16
Glossary.....	16
Acronyms and Abbreviations .....	17

## Training Parameters

<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Consumer Electronics & IT Hardware
<b>Occupation</b>	After Sales Support
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL
<b>Minimum Educational Qualification and Experience</b>	8th Grade Pass + NTC (2 years after 8th) + 2 Year NAC/relevant Experience) OR 10th Grade pass + 2 Year NTC/NAC/ relevant experience OR Certificate-NSQF (Level-3 in Maintenance Technician) with 2 Years of relevant Experience OR 12th Class and 18 years
<b>Pre-Requisite License or Training</b>	Basic computer and internet knowledge
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	31/03/2022
<b>Next Review Date</b>	02/08/2025
<b>NSQC Approval Date</b>	31/03/2022
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	31/03/2022
<b>Model Curriculum Valid Up to Date</b>	02/08/2025
<b>Model Curriculum Version</b>	3.0
<b>Maximum Duration of the Course</b>	600 Hours

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Demonstrate ways to call the customer for after sales support.
- Demonstrate ways to deal with customer and offer solutions to them.
- Demonstrate ways to handle customer complaints and forward to concerned department for resolution.
- Maintain and update records in the organisational system.
- Carry out post-work operations such as testing, cleaning, inspection etc.
- Interact and coordinate with the supervisor and colleagues etc.
- Follow safe and healthy work practices.

### Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>21:00</b>	<b>09:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 1: Introduction to the role of Customer Care Executive	21:00	09:00	00:00	00:00	30:00
<b>ELE/N4606 - Interact with customers on telephone to resolve non-technical and technical issues</b>	<b>60:00</b>	<b>90:00</b>	<b>60:00</b>	<b>00:00</b>	<b>210:00</b>
Module 2: Interact with customers on telephone to resolve non-technical and technical issues	60:00	90:00	60:00	00:00	210:00
<b>ELE/N4607 - Profile the customer and register complaint</b>	<b>60:00</b>	<b>120:00</b>	<b>90:00</b>	<b>00:00</b>	<b>270:00</b>
Module 3: Profile the customer and register complaint	60:00	120:00	90:00	00:00	270:00

<b>ELE/N1002 Apply health and safety practices at the workplace</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 4: Basic Health and Safety Practice	15:00	15:00	00:00	00:00	30:00
<b>DGT/VSQ/N0102- Employability Skills (60 Hours)</b>	<b>24:00</b>	<b>36:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
Module 5: Employability Skills (60 Hours)	24:00	36:00	00:00	00:00	60:00
<b>Total Duration</b>	<b>180:00</b>	<b>270:00</b>	<b>150:00</b>	<b>00:00</b>	<b>600:00</b>

# Module Details

## Module 1: Introduction to the role of Customer Care Executive

### *Bridge module*

#### Terminal Outcomes:

- List the role and responsibilities of an Assistant Customer Care Executive.

<b>Duration:</b> 21:00	<b>Duration:</b> 09:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe the size and scope of the electronics industry and its various sub-sectors.</li> <li>Discuss the various opportunities for an Customer Care Executive in the industry.</li> <li>Define the basics of electronics and related concepts.</li> <li>Discuss the role and responsibilities of Customer Care Executive.</li> <li>Discuss organisational policies on incentives, delivery standards, personnel management and public relations (PR).</li> </ul>	<ul style="list-style-type: none"> <li>Basic overview of the customer handling</li> <li>Communication Skills Preparation</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Interact with customers on telephone to resolve non-technical and technical issues

*Mapped to ELE/N4606*

### Terminal Outcomes:

- Analyse customer requirements and needs
- Deal with customer inquiries

<b>Duration: 60:00</b>	<b>Duration: 90:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss ways to obtain targets and handling specific unresolved queries of customers.</li> <li>• Discuss the need of attending training on latest versions of products/ technology and software.</li> <li>• Summarise the training modules and scripts as specified by organisation.</li> <li>• Describe the importance of following standard calling scripts on a call.</li> <li>• Discuss the process to collect customer’s identity related information.</li> <li>• Discuss common hardware and software complaints received and solutions for them.</li> <li>• Discuss common queries such as application failure to load, warranty period related, customer negligence, non-operating system disk, etc. from customer and how to handle them.</li> <li>• Discuss some open and close ended questions to identify nature of problem.</li> <li>• State the details and information required to log customer enquiries.</li> <li>• Discuss the importance of summarising and confirming all the information collected from customer for mutual agreement on the nature or problem and likely causes.</li> <li>• Describe the process of resolving customer Query/Request/Complaints (QRC) and escalating unresolved queries to the higher authorities.</li> <li>• Discuss the need of providing query reference number to customer for future references and how to generate it.</li> <li>• Explain the basic concepts of Turnaround time (TAT)/Service Level Agreements (SLA).</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to check customer care database for number of calls to be attended in a day and type of queries.</li> <li>• Dramatise a situation on how to coordinate with repair center or field technician for specific queries.</li> <li>• Role play a situation on how to call customers following the standard calling scripts as per SOP.</li> <li>• Apply appropriate ways to assess the customer’s requirement(s) accurately and ensure there are no customer complaints on engagement aspect.</li> <li>• Show how to categorise the type of service required and pass it to the authorised person/team.</li> <li>• Outline the procedure to escalate client’s queries/complaints to concerned department.</li> <li>• Show how to inform customers about any new customer benefit policy / scheme introduced by company.</li> <li>• Maintain customer records in ERP software on daily basis.</li> <li>• Show how to rectify incorrect details in existing database to extent allowed by company policy.</li> <li>• Apply appropriate ways to analyse the cause of the problem to determine if it is due to external operating environment such as voltage fluctuation or customer negligence.</li> <li>• Perform steps to close the call after resolving customer complaint/query as per SOP.</li> </ul>
<b>Classroom Aids:</b>	

Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers

#### **Tools, Equipment and Other Requirements**

Product Manuals, Customer Registration form, customer feedback form, customer complaint form  
Laptop with ERP software



## Module 3: Profile the customer and register complaint

*Mapped to ELE/N4607*

### Terminal Outcomes:

- Deal with customer complaints and pass it to concerned department for resolution.

<b>Duration:</b> 60:00	<b>Duration:</b> 120:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss how to obtain get customer details such as name, date of birth from ERP software.</li> <li>Discuss various details need to record on ERP software.</li> <li>Discuss the process to collect customer’s identity related information.</li> <li>Discuss common hardware and software complaints received and solutions for them.</li> <li>Discuss some open and close ended questions to identify location of problem.</li> <li>State the details and information required to log customer enquiries.</li> <li>Describe the process of resolving customer Query/Request/Complaints (QRC) and escalating unresolved queries to the higher authorities.</li> <li>Explain the basic concepts of Turnaround time (TAT)/Service Level Agreements (SLA).</li> </ul>	<ul style="list-style-type: none"> <li>Show how to record whether retail or corporate customer; equipment is under warranty, annual maintenance contract (AMC); reference number.</li> <li>Show how to create profile the customers and direct them accordingly.</li> <li>Show how to categorise the type of service required and pass it to the authorised person/team.</li> <li>Outline the procedure to escalate client’s queries/complaints to concerned department.</li> <li>Apply appropriate ways to record all the symptoms and issues faced by customer such as cooling fan not working, SMPS fault, Print head problem, broken switch.</li> <li>Show how to check various platforms for customer feedback and record/update the database accordingly.</li> <li>Maintain customer records in ERP software on daily basis.</li> <li>Apply appropriate ways to analyse the cause of the problem to determine if it is due to external operating environment such as voltage fluctuation or customer negligence.</li> <li>Perform steps to close the call after resolving customer complaint/query as per SOP.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers	
<b>Tools, Equipment and Other Requirements</b>	
Product Manuals, Customer Registration form, customer feedback form, customer complaint form Laptop with ERP software	

## Module 4: Basic Health and Safety Practice

### Mapped to ELE/N1002

#### Terminal Outcomes:

- Apply health and safety practices at the workplace.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss job-site hazards, risks and accidents.</li> <li>• Explain the organizational safety procedures for maintaining electrical safety, handling tools and hazardous materials.</li> <li>• Elaborate the electronic waste disposal procedures.</li> <li>• Describe the process of disposal of hazardous waste</li> <li>• List the name and location of concerned people, documents and equipment for maintaining health and safety in the workplace.</li> <li>• Describe how to interpret warning signs while accessing sensitive work areas.</li> <li>• Explain the importance of good housekeeping.</li> <li>• Describe the importance of maintaining appropriate postures while lifting heavy objects.</li> <li>• List the types of fire and fire extinguishers.</li> <li>• Explain the importance of efficient utilisation of water, electricity and other resources.</li> <li>• List the common sources of pollution and ways to minimize it.</li> <li>• Describe the concept of waste management and methods of disposing hazardous waste.</li> <li>• Explain various warning and safety signs.</li> <li>• Describe different ways of preventing accidents at the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the use of protective equipment suitable as per tasks and work conditions.</li> <li>• Report any abnormal situation/behaviour of any equipment/system to the relevant authorities.</li> <li>• Administer first aid in case of a minor accident.</li> <li>• Demonstrate the steps to free a person from electrocution safely.</li> <li>• Administer Cardiopulmonary Resuscitation (CPR).</li> <li>• Demonstrate the application of defined emergency procedures such as raising alarm, safe/efficient, evacuation, moving injured people, etc.</li> <li>• Prepare a sample incident report.</li> <li>• Use a fire extinguisher in case of a fire incident.</li> <li>• Demonstrate the correct method of lifting and handling heavy objects.</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations)	
<b>Tools, Equipment and Other Requirements</b>	
Personal Protection Equipment: safety glasses, head protection, rubber gloves, safety footwear, warning signs and tapes, fire extinguisher, first aid kit, fire extinguishers and warning signs.	

## Module 5: Employability Skills (60 Hours)

Mapped to DGT/VSQ/N0102

### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements
- Describe opportunities as an entrepreneur.
- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration: 24:00</b>	<b>Duration: 36:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain constitutional values, civic rights, responsibility towards society to become a responsible citizen</li> <li>• Discuss 21<sup>st</sup> century skills</li> <li>• Explain use of basic English phrases and sentences.</li> <li>• Demonstrate how to communicate in a well-behaved manner</li> <li>• Demonstrate how to work with others</li> <li>• Demonstrate how to operate digital devices</li> <li>• Discuss the significance of Internet and Computer/ Laptops</li> <li>• Discuss the need for identifying business opportunities</li> <li>• Discuss about types of customers.</li> <li>• Discuss on creation of biodata</li> <li>• Discuss about apprenticeship and opportunities related to it.</li> </ul>	<ul style="list-style-type: none"> <li>• List different learning and employability related GOI and private portals and their usage</li> <li>• Show how to practice different environmentally sustainable practices.</li> <li>• Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, etc.</li> <li>• Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</li> <li>• Demonstrate how to communicate in a well-mannered way with others.</li> <li>• Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette</li> <li>• Utilize virtual collaboration tools to work effectively</li> <li>• Demonstrate how to maintain hygiene and dressing appropriately.</li> <li>• Perform a mock interview</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Computer, UPS, Scanner, Computer Tables, LCD Projector, Computer Chairs, White Board	
OR	
Computer Lab	

**Module 6: On-the-Job Training**  
*Mapped to Customer Care Executive*

<b>Mandatory Duration:</b> 150:00	<b>Recommended Duration:</b> 00:00
<b>Location: On Site</b>	
<p><b>Terminal Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Explain the fundamental concepts of electronics and electronics components</li> <li>2. Analyse customer requirements and needs</li> <li>3. Deal with customer inquiries</li> <li>4. Deal with customer complaints and pass it to concerned department for resolution.</li> <li>5. Maintain and update records in the ERP system</li> <li>6. Interact and coordinate with supervisor and colleagues</li> <li>7. Work as per the given timeline and quality standards</li> <li>8. Maintain a safe, healthy and secure work environment</li> </ol>	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma/ ITI/ Certified in relevant CITS Trade	Electronics	2	Customer care	1	Trainer	

Trainer Certification	
Domain Certification	Platform Certification
“Customer Care Executive, ELE/Q4603, version 3.0”. Minimum accepted score is 80%.	“Trainer, MEP/Q2601, version 1.0” Minimum accepted score is 80%.

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma/ ITI/ Certified in relevant CITS Trade	Electronics	3	Customer care	2	Assessor	

Assessor Certification	
Domain Certification	Platform Certification
“Customer Care Executive, ELE/Q4603, version 3.0”. Minimum accepted score is 80%.	“Assessor, MEP/Q2701, version 1.0” Minimum accepted score is 80%.

## Assessment Strategy

1. Assessment System Overview:
  - Batches assigned to the assessment agencies for conducting the assessment on SDMS/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
  - Centre 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

Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.



<b>Knowledge and Understanding (KU)</b>	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.
<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.

## Acronyms and Abbreviations

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
IPR	Intellectual Property Rights