

REPAIR CENTER



Model Curriculum

QP Name: Telecom Customer Care Executive - Repair Centre

QP Code: TEL/Q2200

QP Version: 4.0

NSQF Level: 4

Model Curriculum Version: 1.0

Telecom Sector Skill Council
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Training Parameters

| | |
|--|--|
| Sector | Telecom |
| Sub-Sector | Handset |
| Occupation | Sales and Distribution – Handset Segment |
| Country | India |
| NSQF Level | 4 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/5242.0301 |
| Minimum Educational Qualification & Experience | 11th grade pass OR Completed 1st year of 3- year diploma (after 10th) and pursuing regular diploma OR 10th grade pass and pursuing continuous schooling OR 10th Grade Pass with 2-year relevant experience OR Previous relevant Qualification of NSQF Level 3.0 with minimum education as 5th Grade pass with 2-year relevant experience |
| Pre-Requisite License or Training | NA |
| Minimum Job Entry Age | 17 Years |
| Last Reviewed On | 30/12/2021 |
| Next Review Date | 30/12/2024 |
| NSQC Approval Date | 30/12/2021 |
| QP Version | 4.0 |
| Model Curriculum Creation Date | 30/12/2021 |
| Model Curriculum Valid Up to Date | 30/12/2024 |
| Model Curriculum Version | 1.0 |
| Minimum Duration of the Course | 450 Hours, 0 Minutes |
| Maximum Duration of the Course | 450 Hours, 0 Minutes |

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.

- Maintain personal appearance
- Manage work area
- Analyse handset related complaints
- Repair/replace handset/parts
- Organize work and resources as per health and safety standards
- Interact effectively with others while being sensitive of gender and persons with disabilities

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 |
|--|-----------------|--------------------|--|--|----------------|
| Bridge Module | 20:00 | 10:00 | 00:00 | 00:00 | 30:00 |
| Role and Responsibilities of a Customer Care Executive - Repair Center <i>Bridge Module</i> | 20:00 | 10:00 | 00:00 | 00:00 | 30:00 |
| TEL/N2215 – Manage work area and maintain personal appearance NOS Version No. 1.0 NSQF Level 4 | 40:00 | 50:00 | 60:00 | 00:00 | 150:00 |
| Maintain personal grooming and work area | 40:00 | 485000 | 60:00 | 00:00 | 150:00 |
| TEL/N2201 – Identify issues, troubleshoot and coordinate with technical team NOS Version No. 1.0 NSQF Level 4 | 40:00 | 50:00 | 60:00 | 00:00 | 150:00 |
| Resolve customer complaints | 40:00 | 50:00 | 60:00 | 00:00 | 150:00 |
| TEL/N9101 – Organize Work and Resources as per Health and Safety Standards NOS Version No. 1.0 NSQF Level 4 | 10:00 | 20:00 | 00:00 | 00:00 | 30:00 |
| Plan Work Effectively, Optimise Resources and Implement Safety Practices | 10:00 | 20:00 | 00:00 | 00:00 | 30:00 |

| | | | | | |
|--|---------------|---------------|---------------|--------------|---------------|
| TEL/N9102 – Interact Effectively with team members and customers NOS Version No. 1.0 NSQF Level 4 | 10:00 | 20:00 | 00:00 | 00:00 | 30:00 |
| Communication and interpersonal skills | 10:00 | 20:00 | 00:00 | 00:00 | 30:00 |
| DGT/VSQ/N0102 Employability Skills (60 Hours) | 60:00 | 00:00 | 00:00 | 00:00 | 60:00 |
| Total Duration | 180:00 | 150:00 | 120:00 | 00:00 | 450:00 |

Module Details

Module 1: Role and Responsibilities of a Telecom Customer Care Executive – (RepairCenter)

Mapped to Bridge Module

Terminal Outcomes:

- Identify work requirements of customer care executive (repair center)

| Duration: 20:00 | Duration: 10:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the role and responsibilities of customer care executive • Describe the size and scope of the Telecom industry and its various sub-sectors • Discuss the various opportunities for a customer care executive in the Telecom industry • Recognize the organisational policies on incentives, delivery standards, personnel management and public relations (PR) pertinent to the job role • Identify the documentation involved in the different processes of sale and customer care • Identify the standard checklists and schedules recommended by the operating companies (OPCOs) • Appreciate and follow the safety, health and environmental policies and regulations for the workplace as well as for telecom sites in general | <ul style="list-style-type: none"> • Creating Customer Service Policies • Demonstrate how to Keeping a Record of the Customers • Providing the customer with complete product information • Resolving all customer-related product or service issues • Regularly maintaining and updating customer information • Perform the best possible solution to the queries of the customers • Producing product and service reports by collecting and analysing customer information |
| Classroom Aids: | |
| Laptop, white board, marker, projector | |
| Tools, Equipment and Other Requirements | |
| Documents of standard operating procedures, code of conduct, checklists, schedules tools and equipment, status report | |

Module 2: Maintain Personal Grooming and Work Area Mapped to TEL/N2215 v1.0

Terminal Outcomes:

- Maintain personal appearance
- Manage work area

| Duration: 40:00 | Duration: 50:00 |
|---|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Outline the organisational guidelines with respect to standard uniform, name badges and resolution timeliness • Explain how to maintain personal hygiene • Discuss the various intranet tools and the functioning of Customer Relationship Management (CRM) software to manage customer traffic and maintain records. • Explain techniques for appropriate customer interaction and processes to resolve a customer’s QRC • Describe the stock management process • Discuss the roles of different departments responsible for resolving customer queries/complaints • Discuss how to achieve daily/weekly and monthly service targets and profitability • Explain the organizational guidelines for pre-defined charging slabs, service and repair TAT. | <ul style="list-style-type: none"> • Exhibit personal hygiene and the proper dress code for the workplace • Demonstrate how to greet a walk-in customers • Illustrate how to interact with customers to resolve their queries, requests or complaints. • Demonstrate information gathering techniques to capture a customer’s requirements. • Use Customer Relationship Management (CRM) software • Employ appropriate techniques to handle client queries/complaints and collaborate with other departments within the organization to get these resolved • Type with speed and accuracy • Maintain customer records in proper format |
| Classroom Aids: | |
| Laptop, white board, marker, projector | |
| Tools, Equipment and Other Requirements | |
| Product Manuals, Customer Registration form, customer feedback form, customer complaint form | |
| Laptop with customer relationship management software | |

Module 3: Resolve Customer Complaints

Mapped to TEL/N2201 v2.0

Terminal Outcomes:

- Identify handset repair requirements
- Troubleshoot and repair/replace handsets

| Duration: 40:00 | Duration: 50:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Outline the complete range of products/services offered by the organization • Describe functionality and features/working of handsets including handset specific operating system and user interface • Discuss the latest technology updates, possible errors as well as hardware and software issues • Outline the prevalent technical limitations/bugs and updates/upgrades available to address them • Differentiate between open and close ended questions • Discuss methods of information gathering and sharing with the customer. • Explain the service entry process to be followed, after getting the handset from the customer • Explain how to assess whether a handset is dead on arrival (DOA) • Explain the scope of work of different levels of customer support such as level 1, level 2 and level 3 • Categorize customer support and hardware issues. • Explain methods to troubleshoot and repair/replace handsets • Describe escalation mechanisms to resolve customer complaints | <ul style="list-style-type: none"> • Use token management for interacting with the customers. • Interact with customer to understand the symptoms/issues in the handset • Demonstrate handset features and applications • Demonstrate a preliminary diagnostic of the handset, including <ul style="list-style-type: none"> – Assessing if it is DOA – Evaluating components – Classifying fault in company database • Repair handset using authorized tools and equipment and replace components and parts as per manufacturer specifications • Demonstrate how to escalate any unresolved issues to the supervisor • Calculate the cost of repairs/replacement as per the pre-defined charging slabs • Maintain the documents for repairs/replacement work done on the handset along with time, date, handset specifications, complaint number etc. • Collect payments against repair/replacement • Analyse the root cause of the problem and check if the fault diagnosed requires repair/replacement of any part • Employ different techniques to find the best resolution to a problem in the least possible turnaround time and inform the customer |

Classroom Aids:

Laptop, white board, marker, projector

Tools, Equipment and Other Requirements

Complete range of handset, accessories, Handset Repairing Tool Kit, Product Manuals, Complaint Registration form, Service job sheet Laptop with MS Office and CRM software

Module 4: Plan Work Effectively, Optimise Resources and Implement Safety Practices

Mapped to TEL/N9101 v1.0

Terminal Outcomes:

- Explain how to plan work effectively, implement safety practices and optimise use of resources.

| Duration: 10:00 | Duration: 20:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • List the recent skills and technologies prevalent in the telecom industry. • Discuss the commonly occurring problems with their causes and solutions. • State the importance of keeping the workplace clean, safe and tidy. • List different types of hazards and the procedure to report it to the supervisor. • List the precautionary steps one needs to follow while handling hazardous materials. • State the importance of participating in fire drills and other safety workshops. • Discuss the significance of conforming to basic hygiene practices such as washing hands, using alcohol-based hand sanitizers. • List the different methods of cleaning, disinfection, sanitization, etc. • Discuss the importance of self-quarantine or self-isolation. • Explain the path of disease transmission. • Discuss organizational hygiene and sanitation guidelines and ways of reporting breaches/gaps, if any. • Explain the ways to optimize usage of resources. • Discuss various methods of waste management and disposal. • List the different categories of waste for the purpose of segregation. • Differentiate between recyclable and non-recyclable waste. • State the importance of using appropriate color dustbins for different types of waste. • Discuss the common sources of pollution and ways to minimize it. | <ul style="list-style-type: none"> • Prepare a time schedule to complete the tasks on the given time. • Demonstrate the use of safety equipment such as goggles, gloves, ear plugs, shoes, etc. • Demonstrate the correct postures while working and handling hazardous materials at the workplace. • Demonstrate how to evacuate the workplace in case of an emergency. • Show how to sanitize and disinfect one's work area regularly. • Demonstrate the correct way of washing hands using soap and water. • Demonstrate the correct way of sanitizing hands using alcohol-based hand rubs. • Display the correct way of wearing and removing PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Demonstrate warning labels, symbols and other related signages. • Perform basic checks to identify any spills and leaks and that need to be plugged /Stopped. • Demonstrate different disposal techniques depending upon different types of waste. • Employ different ways to clean and check if equipment/machines are functioning as per requirements and report malfunctioning, if observed. • Demonstrate ways for efficient utilization of material and water. |
| Classroom Aids | |
| White board/ black board marker / chalk, Duster, Computer or Laptop attached to LCD projector | |
| Tools, Equipment and Other Requirements | |

Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher and First aid kit

Module 5: Communication and interpersonal skills

Mapped to TEL/N9102 v1.0

Terminal Outcomes:

- Discuss how to communicate effectively and develop interpersonal skills
- Explain the importance of developing sensitivity towards differently abled people

| Duration: 10:00 | Duration: 20:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the importance of following the standard operating procedures of the company w.r.t priority, confidentiality and security. • Explain the standard procedure of communication and escalations of issues at the workplace. • Discuss the importance of timely rectification of issues. • State the importance of coordinating and resolving conflicts with the team members to achieve smooth workflow. • Discuss about the different types of disabilities with their respective issues. • List health and safety requirements for persons with disability. • Describe the rights, duties and benefits available at workplace for person with disability. • Explain the process of recruiting people with disability for a specific job. • Discuss the specific ways to help people with disability to overcome the challenges. | <ul style="list-style-type: none"> • Use different modes of communication as per requirement and need. • Prepare a sample report of the commonly occurring errors and their solutions. • Demonstrate the use of gender and PwD (Person with Disability) inclusive language. • Prepare a list of institutes and government schemes that help PwD in overcoming challenges. • Demonstrate the ideal behaviour with a PwD in an organization. |
| Classroom Aids | |
| Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations | |
| Tools, Equipment and Other Requirements | |
| Sample of escalation matrix, organization structure | |

- | | |
|---|--|
| <ul style="list-style-type: none">• Discuss the specific ways to help persons with disability overcome the challenges | |
|---|--|

Classroom Aids:

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

Tools, Equipment and Other Requirements

Sample of escalation matrix, organisation structure.

Module 6: On-the-Job Training

Mapped to Telecom Customer Care Executive – Repair Centre

| | |
|---|------------------------------------|
| Mandatory Duration: 120:00 | Recommended Duration: 00:00 |
| Location: On-Site | |
| Terminal Outcomes | |
| <ol style="list-style-type: none"> 1. Demonstrate how to take care of personal hygiene and properly dress-up as per the dress code of the organization. 2. Demonstrate how to greet walk-in customers and interact with them. 3. Perform the steps to communicate with customers to resolve their queries, requests or complaints. 4. Collect information from customers to analyse their requirements. 5. Use the organisation’s Customer Relationship Management (CRM) software. 6. Perform the steps to handle client queries/complaints. 7. Collaborate with other departments and colleagues to get queries and complaints resolved quickly. 8. Record customer information as per prescribed formats. 9. Interact with customers and demonstrate how to use the token management system. 10. Demonstrate handset features and applications and ask the customer for the problem faced. 11. Assess if it the issue is DOA by evaluating components. 12. Categorize fault in the company database. 13. Ensure that the appropriate technical person gets to repair the handset using authorized tools and equipment. 14. Escalate any unresolved issues to the supervisor. 15. Inform the customer about the cost of repairs/replacement as per the pre-defined charging slabs. 16. Ensure proper documents and records are maintained with proper details for repairs/replacement work done. 17. Demonstrate how to collect payments from the customer against repair/replacement. 18. Observe customer satisfaction and get a feedback from them. | |

Module 7: DGT/VSQ/N0102 Employability Skill (60 hours)

Mapped to Telecom Customer Care Executive - Repair Center

| Mandatory Duration: 60:00 | | | |
|---------------------------|---|---|------------------|
| Location: On-Site | | | |
| S.No. | Module Name | Key Learning Outcomes | Duration (hours) |
| 1. | Introduction to Employability Skills | <ul style="list-style-type: none"> Discuss the Employability Skills required for jobs in various industries. List different learning and employability related GOI and private portals and their usage. | 1.5 |
| 2. | Constitutional values - Citizenship | <ul style="list-style-type: none"> 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. Show how to practice different environmentally sustainable practices. | 1.5 |
| 3. | Becoming a Professional in the 21st Century | <ul style="list-style-type: none"> Discuss importance of relevant 21st century skills. Exhibit 21st century skills like Self-Awareness, Behavior 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. Describe the benefits of continuous learning. | 2.5 |
| 4. | Basic English Skills | <ul style="list-style-type: none"> Show how to use basic English sentences for every day conversation in different contexts, in person and over the telephone. Read and interpret text written in basic English Write a short note/paragraph / letter/e -mail using basic English. | 10 |
| 5. | Career Development & Goal Setting | <ul style="list-style-type: none"> Create a career development plan with well-defined short- and long-term goals. | 2 |
| 6. | Communication Skills | <ul style="list-style-type: none"> Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. Explain the importance of active listening for effective communication. Discuss the significance of working collaboratively with others in a team. | 5 |
| 7. | Diversity & Inclusion | <ul style="list-style-type: none"> Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD. Discuss the significance of escalating sexual harassment issues as per POSH act. | 2.5 |
| 8. | Financial and Legal Literacy | <ul style="list-style-type: none"> Outline the importance of selecting the right financial institution, product, and service. Demonstrate how to carry out offline and online financial transactions, safely and securely. List the common components of salary and compute income, expenditure, taxes, investments etc. Discuss the legal rights, laws, and aids. | 5 |

| | | | |
|-----|---|---|----|
| 9. | Essential Digital Skills | <ul style="list-style-type: none"> Describe the role of digital technology in today's life. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely. Create sample word documents, excel sheets and presentations using basic features. Utilize virtual collaboration tools to work effectively. | 10 |
| 10. | Entrepreneurship | <ul style="list-style-type: none"> Explain the types of entrepreneurship and enterprises. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement. Create a sample business plan, for the selected business opportunity. | 7 |
| 11 | Customer Service | <ul style="list-style-type: none"> Describe the significance of analyzing different types and needs of customers. Explain the significance of identifying customer needs and responding to them in a professional manner. Discuss the significance of maintaining hygiene and dressing appropriately. | 5 |
| 12 | Getting Ready for Apprenticeship & Jobs | <ul style="list-style-type: none"> Create a professional Curriculum Vitae (CV). Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively. Discuss the significance of maintaining hygiene and confidence during an interview. Perform a mock interview. List the steps for searching and registering for apprenticeship opportunities. | 8 |

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS

| S No. | Name of the Equipment | Quantity |
|-------|--|-------------|
| 1. | Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below) | As required |
| 2. | UPS | As required |
| 3. | Scanner cum Printer | As required |
| 4. | Computer Tables | As required |
| 5. | Computer Chairs | As required |
| 6. | LCD Projector | As required |
| 7. | White Board 1200mm x 900mm | As required |

Note: Above Tools & Equipment not required, if Computer LAB is available in the institute.

Annexure

Trainer Requirements (Telecom Customer Care Executive - Repair Center)

| Trainer Prerequisites | | | | | | |
|-----------------------------------|--|------------------------------|----------------|---------------------|----------------|--------------------------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| Graduate | Science/Electronics/ Telecom/IT and other relevant field | 1 | Telecom/Retail | 0 | NA | Eligible for ToT Program |

| Trainer Certification | |
|--|--|
| Domain Certification | Platform Certification |
| Job Role: “Telecom Customer Care Executive – Repair Center NSQF Level 4” “TEL/Q2200 v2.0”, Minimum accepted score is 80% | Job Role: “Trainer”, “MEP/Q2601” v1.0, Minimum accepted score is 80% |

Assessor Requirements(Telecom Customer Care Executive - Repair Center)

| Assessor Prerequisites | | | | | | |
|-----------------------------------|--|------------------------------|----------------|---------------------|----------------|--------------------------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| Graduate | Science/Electronics /Telecom/IT and other relevant field | 1 | Telecom/Retail | 0 | NA | Eligible for ToA Program |

| Assessor Certification | |
|---|---|
| Domain Certification | Platform Certification |
| Job Role: “Telecom Customer Care Executive – Repair Center” NSQF Level 4, “TEL/Q2200 v2.0”, Minimum accepted score is 80% | Job Role: “Assessor”, “MEP/Q2701” v1.0, Minimum accepted score is 80% |

Trainer Requirements (Employability Skills 60 hours)

| Trainer Prerequisites | | | | | | |
|--|--|------------------------------|----------------|---------------------|---------------------|--|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| Graduate/CITS | Any discipline | | | 2 | Teaching experience | Prospective ES trainer should: <ul style="list-style-type: none"> • have good communication skills • be well versed in English • have digital skills • have attention to detail • be adaptable • have willingness to learn |
| Current ITI trainers | Employability Skills Training (3 days full-time course done between 2019-2022) | | | | | |
| Certified current EEE trainers (155 hours) | from Management SSC (MEPSC) | | | | | |
| Certified Trainer | Qualification Pack: Trainer (MEP/Q0102) | | | | | |

| Trainer Certification | |
|--|------------------------|
| Domain Certification | Platform Certification |
| Certified in 60-hour Employability NOS (2022), with a minimum score of 80% OR Certified in 120-, 90-hour Employability NOS (2022), with a minimum score of 80% | NA |

Master Trainer Requirements (Employability Skills 60 hours)

| Master Trainer Prerequisites | | | | | | |
|-----------------------------------|--|------------------------------|----------------|---------------------|---|---|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| Graduate/CITS | Any discipline | | | 3 | Employability Skills curriculum training experience with an interest to train as well as orient other peer trainers | Prospective ES Master trainer should: <ul style="list-style-type: none"> • have good communication skills • be well versed in English • have basic digital skills |
| Certified Master Trainer | Qualification Pack: Master Trainer (MEP/Q2602) | | | 3 | EEE training of Management SSC (MEPSC) (155 hours) | <ul style="list-style-type: none"> • have attention to detail • be adaptable • have willingness to learn • be able to grasp concepts fast and is creative with teaching practices and likes sharing back their learning with others |

| Master Trainer Certification | |
|---|------------------------|
| Domain Certification | Platform Certification |
| Certified in 60-hour Employability NOS (2022), with a minimum score of 90% . OR Certified in 120-, 90-hour Employability NOS (2022), with a minimum score of 90% | NA |

Assessment Strategy

1. Assessment System Overview:
 - Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
 - Assessment agencies send the assessment confirmation to VTP/TC looping SSC
 - Assessment agency deploys the ToA certified Assessor for executing the assessment
 - SSC monitors the assessment process & records
2. Testing Environment:
 - Confirm that the centre is available at the same address as mentioned on SDMS or SIP
 - Check the duration of the training.
 - Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
 - If the batch size is more than 30, then there should be 2 Assessors.
 - Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
 - Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
 - Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
 - Check the availability of the Lab Equipment for the particular Job Role.
3. Assessment Quality Assurance levels / Framework:
 - Question papers created by the Subject Matter Experts (SME)
 - Question papers created by the SME verified by the other subject Matter Experts
 - Questions are mapped with NOS and PC
 - Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
 - Assessor must be ToA certified & trainer must be ToT Certified
 - Assessment agency must follow the assessment guidelines to conduct the assessment
4. Types of evidence or evidence-gathering protocol:
 - Time-stamped & geotagged reporting of the assessor from assessment location
 - Center photographs with signboards and scheme specific branding
 - Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
 - Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos
5. Method of verification or validation:
 - Surprise visit to the assessment location
 - Random audit of the batch
 - Random audit of any candidate
6. Method for assessment documentation, archiving, and access
 - Hard copies of the documents are stored
 - Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
 - Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

Assessment Strategy (Employability Skills 60 hours)

The trainee will be tested for the acquired skill, knowledge and attitude through formative/summative assessment at the end of the course and as this NOS and MC is adopted across sectors and qualifications, the respective AB can conduct the assessments as per their requirements.

References

Glossary

| Term | Description |
|------------------------------|---|
| Declarative Knowledge | Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem. |
| Key Learning Outcome | Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application). |
| OJT (M) | On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site |
| OJT (R) | On-the-job training (Recommended); trainees are recommended the specified hours of training on site |
| Procedural Knowledge | Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills. |
| Training Outcome | Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training. |
| Terminal Outcome | Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome. |

Acronyms and Abbreviations

| Term | Description |
|------|---|
| QP | Qualification Pack |
| NSQF | National Skills Qualification Framework |
| NSQC | National Skills Qualification Committee |
| NOS | National Occupational Standards |
| SOP | Standard Operating Procedures |
| CRM | Customer Relationship Management |
| DOA | Dead On Arrival |
| TAT | Turnaround Time |
| SLA | Service Level Agreement |
| ES | Employability Skills |