LEARNIN G OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE:
Domestic CRM Voice
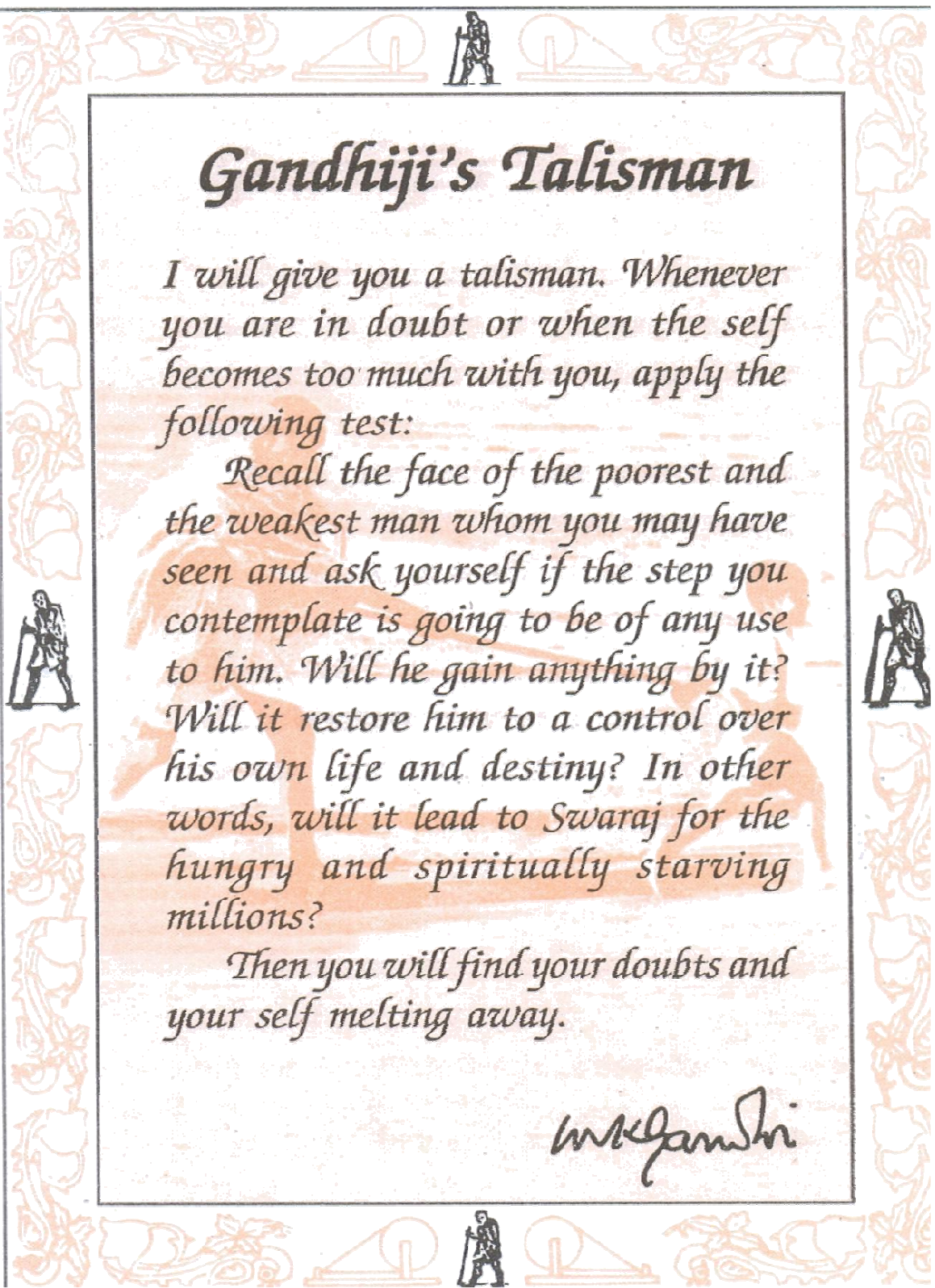**(QUALIFICATION PACK: Ref. Id. SSC/Q2210)**
SE CTOR: IT/ ITeS

Cla sses 11 and 12

PSS CENTRAL INST ITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal – 462 002, M.P., India
www.psscive.ac.in

Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M. K. Gandhi

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SECTOR: IT/ ITeS

Classes 11 and 12

एन सी ई आर टी
NCERT

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PATRONS
Prof. H.K. Senapathy, Ph.D.,
Director, National Council of Educational
Research and Training (NCERT), New Delhi

Prof. Rajesh Khambayat, Ph.D
Joint Director
PSS Central Institute of Vocational Education,
Bhopal

COURSE COORDINATOR

Dr. Dipak D. Shudhalwar Associate
Professor (CSE) Dept. of
Engineering & Technology
PSSCIVE, NCERT, Bhopal

FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). The main purpose of the competency based curricula is to bring about the improvement in teaching-learning process and working competences through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of **IT/ ITes – CRM Voice**. The curriculum has been developed for the secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been developed and reviewed by a group of experts and their contributions are greatly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

Hrushikesh Senapaty
Director
National Council of Educational Research & Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based curricula, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSSCIVE has initiated the work on developing learning outcome based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 100 job roles in various sectors.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Rashtriya Madhyamik Shiskha Abhiyan* (RMSA) of MHRD.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21st Century.

RAJESH P. KHAMBAYAT
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

CONTENTS

1. COURSE OVERVIEW

COURSE TITLE: IT/ITeS – Domestic CRM – Voice

Domestic CRM Domestic Voice in the IT-ITeS Industry is also known as a Customer Service Associate, Customer Service Representative, Customer Care Executive, Customer Service Advisor, Helpdesk Coordinator, Customer Support Representative. Individuals in this job receive and make telephone calls which are primarily scripted, basic and routine with the assistance of a computerised system. They answer inquiries, resolve problems, record complaints and/or receive feedback. This job requires the individual to work independently and interact with customers. The individual should be result oriented and should also be able to demonstrate logical thinking and interpersonal skills; ensure prioritization of workload and should be willing to work at a desk-based job.

COURSE OUTCOMES: On completion of the course, students should be able to:

Apply effective oral and written communication skills to interact with people and customers;

Identify the principal components of a computer system; Demonstrate the basic skills of using computer;

Demonstrate self-management skills;

Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;

Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;

Identify the principal components of a computer system. Work safely on computer.

Start the computer.

Open and use the related software. Exit from the software.

Shut down the computer.

Use the computer for data entry process.

Collect all necessary information about the query.

Log any decision about the query on the data entry tracking form. Follow Rules and guidelines for data entry.

Handle queries.

Identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of others.

COURSE REQUIREMENTS: The learner should have basic knowledge of science.

COURSE LEVEL: This course can be taken up at Intermediate level in Class 11 and Class 12.

COURSE DURATION: Total : 600 hrs

Class 11 :	300 hrs
Class 12 :	300 hrs
_____	
Total:	**600 hrs**
_____	

2. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

	CLASS 11		
	Units	**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills	25	**10**
	Unit 2: Self-management Skills	25	
	Unit 3: Basic ICT Skills	25	
	Unit 4: Entrepreneurial Skills	25	
	Unit 5: Green Skills	15	
	Total	**115**	**10**
Part B	**Vocational Skills**		
	Unit 1: Introduction IT/ITeS Industry	25	**40**
	Unit 2: Training of CRM Domestic Voice	25	
	Unit 3: Make Outbound Calls: Interaction With Customer	30	
	Unit 4: Using CRM application: FreeCRM	30	
	Unit 5: Work Management	30	
	Unit 6: Workplace Safety & Hazards	20	
	Total	**160**	**40**
Part C	**Practical Work**		
	Practical Examination	6	15
	Written Test	1	10
	Viva Voce	3	10
	Total	**10**	**35**
Part D	**Project Work/Field Visit**		
	Practical File/ Student Portfolio	10	10
	Viva Voce	5	5
	Total	**15**	**15**
	Total	**300**	**100**

The unit-wise distribution of hours and marks for **Class 12** is as follows:

	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
	CLASS 12		
Part A	**Employability Skills**		
	Unit 1: Communication Skills	25	**10**
	Unit 2: Self-management Skills	25	
	Unit 3: Basic ICT Skills	25	
	Unit 4: Entrepreneurial Skills	25	
	Unit 5: Green Skills	10	
	Total	**115**	**10**
Part B	**Vocational Skills**		
	Unit 1: Fundamentals of ERP	40	**40**
	Unit 2: Basics of Procurement Policy and BPO's	25	
	Unit 3: Fundamental of Learning	35	
	Total	**100**	**40**
Part C	**Practical Work**		
	Practical Examination	6	15
	Written Test	1	10
	Viva Voce	3	10
	Total	**10**	**35**
Part D	**Project Work/Field Visit**		
	Practical File/ Student Portfolio	10	10
	Viva Voce	5	5
	Total	**15**	**15**
	Total	**300**	**100**

3. TEACHING/TRAINING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS/ EDUCATIONAL TOUR

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

4. ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board.

The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

Duration: 3 hrs   **Max. Mark: 40**

		No. of Questions			
	Typology of Question	**Very Short Answer (1 mark)**	**Short Answer (2 Marks)**	**Long Answer (3 Marks)**	**Marks**
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, private an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	5x1=5	10x2=20	5x3=15	**40 (20 questions)**

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'.The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject.Viva voceshould also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term `continuous' is meant to emphasize that evaluation of identified aspects of students `growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term `comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, the CCE manual of Central Board of Secondary Education (CBSE) or the guidelines issued by the State Boards on the procedure for CCE should be followed by the Institutions.

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills	25
2.	Unit 2: Self-management Skills	25
3.	Unit 3: Basic ICT Skills	25
4.	Unit 4: Entrepreneurial Skills	25
5.	Unit 5: Green Skills	15
	Total	**115**

Unit 1: Communication Skills				
S. No	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Demonstrate knowledge of various methods of communication	Methods of communication Verbal Non-verbal Visual	Writing pros and cons of written, verbal and non-verbal communication Listing do's and don'ts for avoiding common body language mistakes	15
2.	Identify specific communication styles	Communication styles- assertive, aggressive, passive-aggressive, submissive, etc.	Observing and sharing communication styles of friends, teachers and family members and adapting the best practices Role plays on communication styles.	10
3.	Demonstrate basic writing skills	Writing skills to the following: Sentence Phrase Kinds of Sentences Parts of Sentence Parts of Speech Articles Construction of a Paragraph	Demonstration and practice of writing sentences and paragraphs on topics related to the subject	15
			Total Duration in Hours	**25**

Unit 2: Self-management Skills				
S. No.	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Demonstrate	Describe the importance of	Demonstration of impressive	07

		dressing appropriately, looking decent and positive body language. Describe the term grooming Prepare a personal grooming checklist. Describe the techniques of self-exploration.	appearance and groomed personality. Demonstration of the ability to self- explore.	
2.	Demonstrate team work skills	Describe the important factors that influence in team building. Describe factors influencing team work.	Group discussion on qualities of a good team. Group discussion on strategies that are adopted for team building and team work.	08
3.	Apply time management strategies and techniques	Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks.	Game on time management. Checklist preparation. To-do-list preparation.	10
			Total Duration in Hours	**25**

Unit 3: Basic ICT Skills				
S. No.	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Describe the role of ICT in day-to-day life.	Introduction to ICT Role and importance of ICT in personal life and at workplace ICT in our daily life (examples) ICT tools – Mobile, tab, radio, TV, email, etc.	Discussion on the role and importance of ICT in personal life and at workplace. Preparing posters / collages for showing the role of ICT at workplace	02
2.	Identify the various components of computer system	Basic components of computer system. Hardware and software. Primary and secondary memory. Input, Output and Storage devices.	Identify and name the various components of computer. List few hardware & software. Identify and name the primary and secondary memory. Identify the various Input, Output and Storage devices.	04
3.	Identify various peripheral devices	Various peripheral devices and their use. Examples of peripherals.	List various peripheral devices. Give the examples of peripheral devices. Use peripheral devices.	04
4.	Perform basic computer operations	Procedure for starting and shutting down a computer. Operating Systems (OS). Types of OS – DOS, Windows, Linux. Desktop of Windows and Linux.	Start the computer in proper sequence and get OS screen. Identify the installed OS on computer. Identify the destop and its various components.	07

		Files and folder. Keyboard and mouse operations. Common desktop operations.	Work with desktop. Create file and folder. Perform keyboard and mouse operations.	
5.	Connect with the world using Internet and its applications	Introduction to Internet. Applications of Internet. Internet Browser. Websites and webpages. Email applications. Email accounts. Sending and receiving email. Introduction to social media. Blog. Twitter. Facebook. Youtube. WhatsApp. Digital India.	Introduce with Internet. Explain the applications of Internet. List the various Internet Browser. Search the websites. Create Email account. Send and receive email. Use Social Media in education. Use Blog. Use Twitter. Use Facebook. Use Youtube. Use WhatsApp. Use Digital India.	08
			Total Duration in Hours	**25**

Unit 4: Entrepreneurial Skills				
S. No.	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Describe the significance of entrepreneurial values and attitude.	Values in general and entrepreneurial values. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work.	Listing of entrepreneurial values by the students. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur. Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments.	10
2.	Demonstrate the knowledge of attitudinal changes required to become an entrepreneur.	Attitudes in general and entrepreneurial attitudes Using imagination/ intuition Tendency to take moderate risk Enjoying freedom of expression and action Looking for economic opportunities Believing that we can change the environment Analyzing situation and planning action Involving in activity	Preparing a list of factors that influence attitude in general and entrepreneurial attitude. Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities like thematic appreciation test. Preparing a short write-up on "who am I". Take up a product and suggest how its features can be improved. Group activity for suggesting brand names, names of enterprises, etc.	15

			Total Duration in Hours	25

Unit 5: Green Skills

S. No.	Learning Outcome	Theory (07 Hours)	Practical (08 Hours)	15 Hrs
1.	Describe importance of main sector of green economy	Main sectors of green economy- E-waste management, green transportation, renewal energy,green construction, water management. Policy initiatives for greening economy in India.	Preparing a poster on any one of the sectors of green economy. Writing a two-page essay on important initiatives taken in India for promoting green economy.	08
2.	Describe the major green Sectors/ Areas and the role of various stakeholder in green economy	Stakeholders in green economy. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries.	Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries.	07
			Total Duration in Hours	**15**

Part B: Vocational Skills

S. No.	Units	Duration in Hours
1.	Unit 1: Introduction IT/ITeS Industry	25
2.	Unit 2: Training of CRM Domestic Voice	25
3.	Unit 3: Make Outbound Calls: Interaction With Customer	30
4.	Unit 4: Using CRM application: FreeCRM	30
5.	Unit 5: Work Management	30
6.	Unit 6: Workplace Safety & Hazards	20
	Total Duration	**160**

Unit 1: Introduction IT/ITeS Industry

S. No.	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Fundamental concept of IT/ITeS	Introduction to Information Technology About Information Technology Enabled Services (ITeS) Growth of IT sector in India Classification of IT industry Employment Trends in IT	Explain the need and importance of CRM Voice. List the types of CRM Voice. Illustrate the process flow of CRM Voice.. Communicate with customer by the selected mode.	25

		Introducing Outsourcing Different Sectors in Outsourcing Jobs Introducing Business Process Outsourcing (BPO) Difference between Domestic and Internation Discuss Inbound and Outbound Calls Define KPO, HRO, LPO .	Verify the customer identity by using the per-registered data. Arrange group discussion to satisfy the customer query. Adopt professionalism and behavior in providing services to customer. Keep the services updated to serve better to the customer. Provide appropriate solution and services to the customer.	
			Total Duration in Hours	**25**

Unit 2: Training Of CRM Domestic Voice

S. No.	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Explain Training Of CRM Domestic Voice	Explain Purpose of the Training Program. Describe Role and Responsibilities of a CRM Domestic Voice Define Personal Attributes of a CRM Domestic Voice Explain required professional skills .	Demonstrate the training steps to insert a record in CRM system. Have the group work in pairs and discuss each of the following: Products and services offered by the company Record complaints and Receive feedback.	25
			Total Duration in Hours	**25**

Unit 3: Make Outbound Calls: Interaction With Customer

S. No.	Learning Outcome	Theory (10 Hours)	Practical (20 Hours)	30 Hrs
1.	Explain to Make Outbound Calls: Interaction With Customer	Explain Interaction with Customers Define to make a Good First Impression Introducing Yourself to Peers and Bosses INTRODUCING YOURSELF TO CUSTOMERS – INBOUND CALLS Introducing Yourself to Customers – Teleselling Calls Introducing Yourself to Customers – Collection Calls Need for Meeting and Greeting Importance of Meeting and Greeting Need for Complimenting and Commenting Giving and Receiving	Introducing You in front of class. Role play of couple confused customer (not sure for their choice of movie DVD) and customer service representative See online video and practice for vocabulary of outbound call of communication Identifies the information security basic parameters	30

		Compliments and Comments Discuss Call Flow (Routing) Define Information Security Explain Call Centre Metrics Explain Provide Great Customer Describe Telephone Etiquette Explain Qualities to be developed to make a Tele-sale call Challenges during a Tele-Sales call Introducing Up-Sell or Cross-Sell Discuss Customer's Sales record Different type of call Define Complaint		
			Total Duration in Hours	**30**

Unit 4: CRM application: FreeCRM				
S. No.	**Learning Outcome**	**Theory (10 Hours)**	**Practical (20 Hours)**	**30 Hrs**
2.	Explain CRM application: FreeCRM	Introducing CRM application Steps for Login in Freecrm Features of FreeCRM	List out the steps of to use FreeCRM application Generate or create an event using FReeCRM Create a company and its call	30
			Total Duration in Hours	**30**

Unit 5: Work Management				
S. No.	**Learning Outcome**	**Theory (10 Hours)**	**Practical (20 Hours)**	**30 Hrs**
3.	Explain Work Management	Explain Work Requirement Discuss type of Voice Process like — Customers Service, Tele-Sales, Collections, Data Entry Define Standard Organisational Policies Define Standard Organisational Procedures	Make different group of students and perform as customer support representative and other perform as customer: Customers Service, Tele-Sales, Collections, Data Entry	30
			Total Duration in Hours	**0**

Unit 6: Workplace Safety & Hazards				
S. No.	**Learning Outcome**	**Theory (10 Hours)**	**Practical (10 Hours)**	**20 Hrs**

4.	Workplace Safety & Hazards	Introducing Workplace Safety & Hazards Prevention of disasters/risk events Define Accidents and Emergencies Define Workplace Safety Rules Discuss Handling Accidents Types of Emergencies Explain protect health and safety at work place	List out the prevention of disaster and risk List out the type of emergencies	20
			Total Duration in Hours	**20**

CLASS 12

Part A: Employability Skills

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills – IV	25
2.	Unit 2: Self-management Skills – IV	25
3.	Unit 3: Basic ICT Skills – IV	25
4.	Unit 4: Entrepreneurial Skills – IV	25
5.	Unit 5: Green Skills – IV	15
	Total	**115**

Unit 1: Communication Skills – IV				
S. No.	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Describe the steps to active listening skills	Importance of active listening at workplace Steps to active listening.	Demonstration of the key aspects of becoming active listener. Preparing posters of steps for active listening.	10
2.	Demonstrate basic writing skills	Writing skills to the following: Sentence Phrase Kinds of Sentences Parts of Sentence Parts of Speech Articles Construction of a Paragraph	Demonstration and practice of writing sentences and paragraphs on topics related to the subject.	15
			Total Duration in Hours	**25**

Unit 2: Self-management Skills – IV				
S. No.	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Describe the various factors influencing self-motivation	Finding and listing motives (needs and desires); Finding sources of motivation and inspiration (music, books, activities); expansive thoughts; living fully in the present moment; dreaming big.	Group discussion on identifying needs and desire. Discussion on sources of motivation and inspiration.	10
2.	Describe the basic personality traits, types and disorders	Describe the meaning of personality. Describe how personality influence others. Describe basic personality traits. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive.	Demonstrate the knowledge of different personality types.	15
			Total Duration in Hours	**25**

Unit 3: Basic ICT Skills				
S. No.	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Prepare documentation using Word Processing Application	Introduction to word processing. Software packages for word processing. Opening and exiting the word processor. Creating a document. Saving document. Text editing. Word wrap and alignment. Font size, type and face. Header and Footer. Auto Correct. Numbering and Bullet. Creating Table. Password protection. Printing document. Find and Replace. Page numbering. Saving a document in various formats.	List the software and features for word processing. Open and exit the word processor. Create a document. Edit the text. Wrap and align the text. Change the font type, size, and face. Insert Header and Footer. Use Autocorrect option. Assign numbering and bullets to list items. Create Table. Save the document. Protect the document with password. Print the document. Use Find and Replace. Give page numbering. Save the document in various	10

S. No.		Theory	Practical	
		formats.		
2.	Perform Tabulation using Spreadsheet Application	Introduction to spreadsheet application. Various spreadsheet applications. Creating a new worksheet. Opening workbook and entering data. Resizing fonts and styles. Copying and moving. Filter and sorting. Formulas and functions. Password protection. Printing a spreadsheet. Saving a spreadsheet in various formats.	Introduce with the spreadsheet application. List the spreadsheet applications. Create a new worksheet. Open the workbook and enter text. Resize fonts and styles. Copy & move the cell data. Sort and Filter the data. Apply elementary formulas and functions. Protect the spreadsheet with password. Print a spreadsheet. Save the spreadsheet in various formats.	10
3.	Prepare Presentation using Presentation Application	Introduction to presentation software . Software packages for presentation. Creating a presentation. Entering and editing text. Adding a slide. Deleting a slide. Formatting text. Inserting clipart & images. Slide layout. Slide transition and custom animation. Saving a presentation. Printing a presentation.	Explain the features of presentation. List the software packages for presentation. Create a new presentation. Add a slide to presentation. Delete a slide. Enter and edit text. Format text. Insert clipart & images. Slide layout. Save a presentation. Print a presentation. document.	05
			Total Duration in Hours	**25**

Unit 4: Entrepreneurial Skills – IV				
S. No.	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Identify the general and entrepreneurial behavioral competencies	Barriers to becoming entrepreneur. Behavioral and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity.	Administering self-rating questionnaire and score responses on each of the competencies. Collect small story/ anecdote of prominent successful entrepreneurs. Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioral competencies. Preparation of competency	10

S. No.	Learning Outcome	Theory	Practical	
			profile of students.	
2.	Demonstrate the knowledge of self-assessment of behavioral competencies	Entrepreneurial competency in particular: self-confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building.	Games and exercises on changing entrepreneurial behavior and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity.	15
			Total Duration in Hours	25

Unit 5: Green Skills – IV				
S. No.	Learning Outcome	Theory (05 Hours)	Practical (10 Hours)	15 Hrs
1.	Identify the role and importance of green jobs in different sectors	Role of green jobs in toxin-free homes. Green organic gardening, public transport and energy conservation, Green jobs in water conservation. Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes, Green jobs in green tourism Green jobs in building and construction. Green jobs in appropriate technology. Role of green jobs in Improving energy and raw materials use Role of green jobs in limiting greenhouse gas emissions Role of green jobs minimizing waste and pollution Role of green jobs in protecting and restoring ecosystems Role of green jobs in support adaptation to the effects of climate change	Listing of green jobs and preparation of posters on green job profiles. Prepare posters on green jobs.	15
			Total Duration in Hours	15

Part B: Vocational Skills

S. No.	Units	Duration in Hours
1.	Unit 1: Fundamentals of ERP	40
2.	Unit 2: Basics of Procurement Policy and BPO's	25
3.	Unit 3: Fundamental of Learning	35
	Total Duration	**100**

Unit 1: Fundamentals of ERP				
S. No.	Learning Outcome	Theory (10 Hours)	Practical (30 Hours)	40 Hrs
1.	Describe components of Enterprise Resource planning	Define Enterprise. Define Planning. Challenges of enterprise systems. Uses of enterprise resource planning. Understanding the factors affecting ERP. Advantages of ERP. ERP vendors.	List the advantages of ERP. List the components of ERP. List the ERP vendors. Explain basic structure of an Enterprise Resource Planning system. Communicate typical integrated business processes in an ERP such as procurement. Perform common business transactions as an end-user in an ERP system. Configure an ERP system for specific business processes. Perform an activity to Contribute as a member of an ERP implementation or configuration.	20
2.	Understand basics of management	Define time management concept and importance of time management. Understanding the improve time management skills. Define time management in IT.	Interpret the concept and importance of time management. List the ways to improve time management skills. Improve time management skills. Promote sharing of ideas and group participation to resolve a problem or question.	20
			Total Duration in Hours	**40**

Unit 2: Basics of Procurement Policy and BPO's				
S. No.	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Describe	Introduction Procurement	Interpreted the Importance of	10

	fundamentals of procurement policies and guidelines	Policies. Explain the Benefits and Limitations Procurement Policies.	Procurement Policies. List the Benefits and Limitations of Procurement Policies.	
2.	Discuss Basic Concepts of BPO's	Define Business Process. Introduction to BPO Industry. Understanding Role of BPO Industry. Understanding type of BPO services. Explain Benefits and Limitations of BPO. Define Payroll. Define Quality Assurance. Working environment in BPO.	List the various leading Indian BPO. Explain the applications Area of BPO. List the Different services of BPO. Interpreted the importance of BPO industry. List the Indian leading BPO Company. Case study about a BPO company.	15
			Total Duration in Hours	**25**

Unit 3: Fundamentals of Learning				
S. No.	Learning Outcome	Theory (15 Hours)	Practical (20 Hours)	35 Hrs
1.	Understanding Basics of Learning	Understanding concepts of learning, knowledge and skill	Identify knowledge between learning, knowledge and skill	5
2.	Describe learning Terminology	Introduction to learning concept of learning Importance of learning. Characteristics of learning. Different type of learning. Factors affecting learning.	List the characteristics of learning Identify Factors affecting learning Interpret the importance of English in communication Interpret the importance of learning.	15
3.	Describe concept of Learning, Knowledge and Skill	Introduction to sources of learning. Use of learning. Explain knowledge and skill Understanding the importance sources of learning. Difference between knowledge and skill. Types of knowledge.	Identify the knowledge. Identify the skill. List the type of knowledge Interpreted the importance of sources of learning. Identify the difference between knowledge and skill.	15
			Total Duration in Hours	**35**

6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a CRM office and observe the following: Location, Site, Office building, Computer Systems, Tools and Equipment, Printer, Scanner. During the visit, students should obtain the following information from the owner or the supervisor of the CRMCentre:

1. CRM Centre.
2. Computer Infrastructure.
3. CRM Tools and software.
4. Communication with customers.
5. Sitting Posture of data entry operators.
6. Manpower engaged
7. Total expenditure of CRM Centre.
8. Total annual income.
9. Profit/Loss (Annual)
10. Any other information

7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

Training room should be fully furnished with the following equipment / tools / accessories. Additional / specific resources, wherever applicable (e.g. Hardware, software) are indicated in the main text corresponding to relevant learning outcome.

Domain NOS requirements

Sample CRM tool for demonstration.

Telephone, voice recorder, IVR and software / document formats for recording call / interactions

Common requirements

Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning.

White Board, Markers and Eraser. Projector with screen.

Flip chart with markers.

Faculty's PC/Laptop with latest configuration and Internet connection.

Supporting software / applications for projecting audio, video, recording, Presentation Tools to support learning activities:

Intranet

Email

IMS

Learning management system e.g. Moodle, Blackboard to enable blended learning.

Microphone / voice system for lecture and class
activities. Handy Camera.

Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets.

For IT Lab sessions: Computer Lab with 1:1 PC:trainee ratio and having Internet connection,
MS Office / Open office, Browser, Outlook / Any other Email Client and chat tools.

Assessment and Test Tools for day to day online Tests and Assessments.

For team discussions: Adequate seating arrangement in full / half circle format for one or
more teams as per planned team composition.

Reading Resources: Access to relevant sample documents and learning forums to enable
self-study before and after each training session.

8. VOCATIONAL TEACHER'S/TRAINER'S QUALIFICATION

Qualification and other requirements for appointment of vocational teachers/trainers on
contractual basis should be decided by the State/UT. The suggestive qualifications and minimum
competencies for the vocational teacher should be as follows:

S.No.	Qualification	Minimum Competencies	Age Limit
1	Bachelor of Engineering / Technology in Computer Science / Information Technology **OR** Master of Computer Science **OR** Master of Computer Application **OR** Master of Information Technology **OR** DOEACC B Level Certificate. The suggested qualification is the minimum criteria. However higher qualifications such as Master of Engineering / Technology in Computer Science / Information Technology will also be acceptable.	The candidate should have a minimum of 1 year of work experience in the same job role. S/He should be able to communicate in English and local language. S/He should have knowledge of equipment, tools, material, Safety, Health & Hygiene.	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an
integral part of Rashtriya Madhyamik Shiksha *Abhiyan* (RMSA). They are directly involved in
teaching of vocational subjects and also serve as a link between the industry and the schools for
arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality
Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while
engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational
Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of
Vocationalisation of Secondary and Higher Secondary Education under RMSA in following ways:

(I)   Directly as per the prescribed qualifications and industry experience suggested by the PSS
        Central Institute of Vocational Education(PSSCIVE), NCERT or the respective Sector Skill
        Council(SSC). **OR**

(II)   Through accredited Vocational Training Providers accredited under the National Quality
        Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on

21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

* *The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

(I)   Written test for the technical/domain specific knowledge related to the sector;

(II)   Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and

(III)   Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;

Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;

Make effective use of learning aids and ICT tools during the classroom sessions;

Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;

Work with the institution's management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;

Identify the weaknesses of students and assist them in up-gradation of competency;

Cater to different learning styles and level of ability of students;

Assess the learning needs and abilities, when working with students with different abilities

Identify any additional support the student may need and help to make special arrangements for that support;

Provide placement assistance

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

Participation in guidance and counselling activities conducted at Institutional, District and State level;

Adoption of innovative teaching and training methods;

Improvement in result of vocational students of Class X or Class XII;

Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;

Membership of professional society at District, State, Regional, National and International level;

Development of teaching-learning materials in the subject area;

Efforts made in developing linkages with the Industry/Establishments;

Efforts made towards involving the local community in Vocational Education

Publication of papers in National and International Journals;

Organisation of activities for promotion of vocational subjects;

Involvement in placement of students/student support services.

9. LIST OF CONTRIBUTORS

1. Dr. Dipak D. Shudhalwar, Associate Professor (CSE), Department of Engineering and Technology, PSS Central Institute of Vocational Education (PSSCIVE), Shyamla Hills, Bhopal – 462 002, M.P., India, Email: dds.ncert@nic.in, dipakds@yahoo.com

2. Mr. Jayant Mishtra, Consultant in IT/ITeS, Department of Engineering and Technology, PSS Central Institute of Vocational Education (PSSCIVE), Shyamla Hills, Bhopal – 462 002, M.P., India.

3. Prof. Prakash Khanale, Head, Department of Computer Science, DSM College, Parbhani – 43401, prakashkhanale@gmail.com, 9422176740

PSS CENTRAL INSTITUTE OF VOCATIONAL EDU CATION
Shyamla Hills, Bhopal – 462 002, M.P., India