



## Qualification Pack



# Field Technician Other Home Appliances

QP Code: ELE/Q3104

Version: 3.0

NSQF Level: 4

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## Qualification Pack

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### ELE/Q3104: Field Technician Other Home Appliances

#### Brief Job Description

The individual at work is responsible for interacting with the customers for installation of the appliance and diagnosis of the problem to assess possible causes of malfunction. The individual is also responsible for rectification of the problems, replacement of faulty modules Failed parts or recommend for factory repairs.

#### Personal Attributes

The individual must be willing to work in the field and travel through the day from one customer premise to another. The individual must also possess important attributes such as punctuality, amenable behaviour, patience, good interpersonal relationship building, trustworthiness, integrity, and critical thinking.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

- [1. ELE/N3101: Engage with customer for service](#)
- [2. ELE/N3118: Install the water purifier](#)
- [3. ELE/N3119: Repair dysfunctional water purifier](#)
- [4. ELE/N3120: Repair dysfunctional mixer/juicer/grinder](#)
- [5. ELE/N3121: Repair dysfunctional microwave oven](#)
- [6. ELE/N9905: Work effectively at the workplace](#)
- [7. ELE/N1002: Apply health and safety practices at the workplace](#)
- [8. DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Consumer Electronics & IT Hardware
<b>Occupation</b>	After Sales Service
<b>Country</b>	India



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<b>NSQF Level</b>	4
<b>Credits</b>	20
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2004/7249.90
<b>Minimum Educational Qualification &amp; Experience</b>	8th grade pass with 2 years of NTC (plus 2 year of NAC/relevant experience) OR 10th grade pass (plus 2 year of NTC/NAC/relevant experience) OR 12th Class OR Certificate-NSQF (level 3 in Maintenance Technician ) with 2 Years of experience
<b>Minimum Level of Education for Training in School</b>	8th Class
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	27/06/2025
<b>NSQC Approval Date</b>	27/01/2022
<b>Version</b>	3.0
<b>Reference code on NQR</b>	2022/EHW/ESSCI/06632
<b>NQR Version</b>	1.0

### Remarks:

NA



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### ELE/N3101: Engage with customer for service

#### Description

This NOS unit is about interacting with customer to understand their requirement with respect to problem in the appliance

#### Scope

The scope covers the following :

- Interact with customer
- Suggest possible solutions

#### Elements and Performance Criteria

##### *Interacting with customer*

To be competent, the user/individual on the job must be able to:

- PC1.** analyse the details of customer complaint registered at customer care or installation schedule
- PC2.** connect with the customer to confirm problem telephonically and fix time for visit
- PC3.** collect appropriate tools, parts, relevant reference sheets, manuals and documents
- PC4.** visit the customer premises as per the scheduled date and time for service as per the requirement
- PC5.** check about warranty status of appliance and annual maintenance contract
- PC6.** gather detailed information pertaining to age of appliance, status of upkeep, symptoms and history of problems in the appliance
- PC7.** provide information to the customer about the warranty and problem in detail along with the precautions to be taken in order to avoid recurrence of problem

##### *Suggest possible solutions*

To be competent, the user/individual on the job must be able to:

- PC8.** suggest possible solutions with the time required, costs involved and methodology for servicing
- PC9.** seek customer's approval on further action

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's policies on code of conduct, organisation's culture, customer care, reporting structure and documentation policy
- KU2.** company's products and recurring problems reported in consumer appliances
- KU3.** precautions to be taken while handling field calls and dealing with customers
- KU4.** importance of personal grooming with proper etiquettes at the customer's premises
- KU5.** basic electrical, mechanical modules of various appliances and electronics involved in the type of appliance



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**KU6.** models of different appliances, their common and distinguishing features, functionality of different features of appliances and new features

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** complete required documentation
- GS2.** seek inputs and guidance from the supervisor
- GS3.** read and comprehend documents
- GS4.** communicate in local/regional/English language
- GS5.** comply with applicable standard operating procedures
- GS6.** communicate with all stakeholders to be able to work efficiently
- GS7.** interact with others in a polite and courteous manner
- GS8.** maintain proper etiquette while dealing with the customer

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interacting with customer</i>	<b>32</b>	<b>41</b>	-	<b>8</b>
<b>PC1.</b> analyse the details of customer complaint registered at customer care or installation schedule	5	6	-	1
<b>PC2.</b> connect with the customer to confirm problem telephonically and fix time for visit	4	6	-	1
<b>PC3.</b> collect appropriate tools, parts, relevant reference sheets, manuals and documents	4	6	-	2
<b>PC4.</b> visit the customer premises as per the scheduled date and time for service as per the requirement	4	6	-	1
<b>PC5.</b> check about warranty status of appliance and annual maintenance contract	4	6	-	1
<b>PC6.</b> gather detailed information pertaining to age of appliance, status of upkeep, symptoms and history of problems in the appliance	5	6	-	1
<b>PC7.</b> provide information to the customer about the warranty and problem in detail along with the precautions to be taken in order to avoid recurrence of problem	6	5	-	1
<i>Suggest possible solutions</i>	<b>8</b>	<b>9</b>	-	<b>2</b>
<b>PC8.</b> suggest possible solutions with the time required, costs involved and methodology for servicing	4	5	-	1
<b>PC9.</b> seek customer's approval on further action	4	4	-	1
<b>NOS Total</b>	<b>40</b>	<b>50</b>	-	<b>10</b>



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N3101
<b>NOS Name</b>	Engage with customer for service
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Consumer Electronics & IT Hardware
<b>Occupation</b>	AFTER SALES SERVICE
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	27/01/2025
<b>NSQC Clearance Date</b>	27/01/2022

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### ELE/N3118: Install the water purifier

#### Description

This NOS unit is about installation of newly purchased water purifier at customer location and make it ready to use

#### Scope

The scope covers the following :

- This unit/ task covers the following:
- Perform pre-installation checks
- Prepare for installation of the appliance
- Install water purifier at customer location
- Install washing machine at customer location
- Install water purifier at customer location
- Diagnose, repair and replace the faulty module of appliance

#### Elements and Performance Criteria

##### *Undertake pre-installation site visit*

To be competent, the user/individual on the job must be able to:

- PC1.** visit customer location as scheduled before carrying out installation of water purifier
- PC2.** carry appropriately functional tools and equipment required for performing pre-installation checks and installation
- PC3.** enquire from the customer about their preference regarding placement of the water purifier i.e. whether to be placed under the sink (UTS) or on the wall
- PC4.** verify the structural requirements such as distance from power supply, vicinity to plumbing point, etc.
- PC5.**
  - provide information to the customer about pre installations/masonry/electrical work to be carried out and requirement of adequate water pressure at the inlet source
- PC6.** perform steps to make necessary markings for placement of the water purifier unit
- PC7.** schedule next visit for installation of water purifier unit in case pre-installation work is yet to be done

##### *Prepare for installation of the appliance*

To be competent, the user/individual on the job must be able to:

- PC8.** remove the packaging from the appliance delivered at the customer location
- PC9.** verify that the product matches the customer's order with all supporting accessories
- PC10.** check the availability of all tools and fitments for the installation
- PC11.** clear up the packaging material waste and dispose as per company's norms
- PC12.** perform pre-installation checks to ensure all requirements are met, including adequate water pressure at inlet source

##### *Install water purifier at customer location*

To be competent, the user/individual on the job must be able to:

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- PC13.** drill holes after taking necessary measurements of the location and ensure that no internal wiring damage is caused
- PC14.** mount the filter and ensure that the screws are fastened securely
- PC15.** drain the inlet line before connecting it to the water purifier and connect the outlet pipe to the drain (if applicable)
- PC16.** connect the purifier to the nearest power supply point
- PC17.** ensure that the filter is aligned as per instructions in the installation manual
- PC18.** run the purifier to ensure there are no leaks and demonstrate the features/utility to the customer

### *Perform post-installation activities*

To be competent, the user/individual on the job must be able to:

- PC19.** demonstrate the features and utility to the customer
- PC20.** explain maintenance procedures to be followed while using the water purifier
- PC21.** escalate the customer issues/problems that are unresolved in the field to the supervisor
- PC22.** fill in customer acknowledgement form and get it signed by customer
- PC23.** maintain other documentation for recording completion of installation
- PC24.** document the work completed on the company ERP software for tracking and inform customer care as well as supervisor about job completion

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's policy on product's warranty, sales, installation, after sales support policy and other terms and conditions
- KU2.** installation site requirements (structural requirements, ventilation, etc.) with all safety precautions to be taken while installing
- KU3.** how to remove packaging without causing any damage to the purifier unit and accessories
- KU4.** operation of tools such as electric drill, screw drivers, wrenches, tube cutters/benders, spanners, etc.
- KU5.** process of how water flows through various switches, valves and different layers of filter
- KU6.** how to operate the water purifier, make appropriate settings after plugging in and use various features
- KU7.** procedure to fix various accessories and parts that have accompanied the unit
- KU8.** different types of water purifiers manufactured by the company
- KU9.** manual-based procedure of installing the refrigerators/air conditioner/washing machine/water purifier
- KU10.** requirements specified in instructions manual about positioning the water filter
- KU11.** importance of proper placing

## Generic Skills (GS)

User/individual on the job needs to know how to:



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- GS1.** complete forms and other documentation
- GS2.** work effectively to reduce repetition of errors and improve work processes
- GS3.** read and comprehend text material
- GS4.** communicate in local/regional/English language
- GS5.** interact with others in a polite and courteous manner
- GS6.** comply with applicable standard operating procedures
- GS7.** communicate with all stakeholders to be able to work efficiently
- GS8.** seek inputs and guidance from the supervisor
- GS9.** maintain proper etiquette while dealing with the customer

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Undertake pre-installation site visit</i>	<b>13</b>	<b>12</b>	-	<b>2</b>
<b>PC1.</b> visit customer location as scheduled before carrying out installation of water purifier	1	-	-	-
<b>PC2.</b> carry appropriately functional tools and equipment required for performing pre-installation checks and installation	2	4	-	1
<b>PC3.</b> enquire from the customer about their preference regarding placement of the water purifier i.e. whether to be placed under the sink (UTS) or on the wall	2	-	-	-
<b>PC4.</b> verify the structural requirements such as distance from power supply, vicinity to plumbing point, etc.	2	4	-	1
<b>PC5.</b> <ul style="list-style-type: none"> <li>provide information to the customer about pre installations/masonry/electrical work to be carried out and requirement of adequate water pressure at the inlet source</li> </ul>	2	-	-	-
<b>PC6.</b> perform steps to make necessary markings for placement of the water purifier unit	2	4	-	-
<b>PC7.</b> schedule next visit for installation of water purifier unit in case pre-installation work is yet to be done	2	-	-	-
<i>Prepare for installation of the appliance</i>	<b>7</b>	<b>15</b>	-	<b>2</b>
<b>PC8.</b> remove the packaging from the appliance delivered at the customer location	2	2	-	-
<b>PC9.</b> verify that the product matches the customer's order with all supporting accessories	-	4	-	-
<b>PC10.</b> check the availability of all tools and fitments for the installation	3	3	-	-
<b>PC11.</b> clear up the packaging material waste and dispose as per company's norms	-	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> perform pre-installation checks to ensure all requirements are met, including adequate water pressure at inlet source	2	4	-	2
<i>Install water purifier at customer location</i>	<b>8</b>	<b>15</b>	-	<b>4</b>
<b>PC13.</b> drill holes after taking necessary measurements of the location and ensure that no internal wiring damage is caused	2	3	-	1
<b>PC14.</b> mount the filter and ensure that the screws are fastened securely	2	3	-	1
<b>PC15.</b> drain the inlet line before connecting it to the water purifier and connect the outlet pipe to the drain (if applicable)	2	3	-	1
<b>PC16.</b> connect the purifier to the nearest power supply point	-	2	-	-
<b>PC17.</b> ensure that the filter is aligned as per instructions in the installation manual	2	-	-	-
<b>PC18.</b> run the purifier to ensure there are no leaks and demonstrate the features/utility to the customer	-	4	-	1
<i>Perform post-installation activities</i>	<b>12</b>	<b>8</b>	-	<b>2</b>
<b>PC19.</b> demonstrate the features and utility to the customer	2	4	-	1
<b>PC20.</b> explain maintenance procedures to be followed while using the water purifier	2	-	-	-
<b>PC21.</b> escalate the customer issues/problems that are unresolved in the field to the supervisor	2	-	-	-
<b>PC22.</b> fill in customer acknowledgement form and get it signed by customer	2	2	-	-
<b>PC23.</b> maintain other documentation for recording completion of installation	2	-	-	-
<b>PC24.</b> document the work completed on the company ERP software for tracking and inform customer care as well as supervisor about job completion	2	2	-	1



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	40	50	-	10



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N3118
<b>NOS Name</b>	Install the water purifier
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Consumer Electronics & IT Hardware
<b>Occupation</b>	After Sales Service
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	19/07/2023
<b>NSQC Clearance Date</b>	19/01/2023

## Qualification Pack

### ELE/N3119: Repair dysfunctional water purifier

#### Description

This OS unit is about understanding the customer complaints, identifying the fault and fixing the water purifier.

#### Scope

The scope covers the following :

- This unit/ task covers the following:
- Diagnose fault in water purifier
- Replace/repair dysfunctional module in water purifier
- Confirm functionality of repaired unit

#### Elements and Performance Criteria

##### *Diagnose fault in water purifier*

To be competent, the user/individual on the job must be able to:

- PC1.** diagnose the fault based on customer interaction, usage pattern and initial inspection
- PC2.** check water pressure to ensure it is as specified by company standards
- PC3.** perform steps to shut off the system by turning off the water supply and unplugging the appliance to carry out further inspection
- PC4.** place a piece of cloth or towel under the unit in order to avoid any water spills on the floor
- PC5.** perform basic inspection of feed water valve, tank valve, tubing, housing etc. to diagnose reasons for low/no water production
- PC6.** identify reasons for leaks in the filter housing due to loose housing, damaged or misaligned O ring, cracks in the housing
- PC7.** detect worn out auto shut off valve through symptoms such as loud vibrating noise, drain water never shutting off etc.
- PC8.** detect other problems such as clogged filters, storage tank problems, clogged flow resistor, inadequate/excessive water pressure, improper saddle valve mounting etc.
- PC9.** detect basic electrical faults such as improper/no earth, defective power cord, connector or internal wiring defect, short/ loose/open contacts, blown fuse
- PC10.** inspect each module of the unit separately if the fault is not identified through basic tests
- PC11.** send it to factory for in-depth diagnosis if problem does not get identified at site

##### *Replace/repair dysfunctional module in water purifier*

To be competent, the user/individual on the job must be able to:

- PC12.** repair/replace component at location, if the fault identified is due to damage of components such as feed water valve, tank valve, tubing, housing etc.
- PC13.** schedule next appointment if the part can't be replaced on site
- PC14.** reassemble the unit to check that all the modules of the unit are working as per specifications

##### *Confirm functionality of repaired unit*

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To be competent, the user/individual on the job must be able to:

- PC15.** demonstrate functionality of the unit to the customer
- PC16.** provide information to the customer about cleaning procedures and precautions to be taken in order to avoid recurrence of problem
- PC17.** fill in customer acknowledgement form
- PC18.** complete all documentation procedures for complaint closure
- PC19.** collect necessary payments from the customer
- PC20.** sell related products such as new equipment or Annual Maintenance Contracts (AMC) as per company policy

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's policy on product's warranty, sales, installation, after sales support policy and other terms and conditions
- KU2.** damage free handling of the unit
- KU3.** water purifier manufacturing capabilities of the organization
- KU4.** water flow diagram and electrical circuit diagram of the appliance
- KU5.** water purification process and different layers of filter present within the unit such as sediment filter, carbon block filter, TFC/TFM membrane, inline carbon filter etc.
- KU6.** different technologies in water purification (such as reverse osmosis etc.)
- KU7.** parameters such as production rate, water chemistry, drain rate, input water, pressure/temperature etc.
- KU8.** different types of water purifiers manufactured by the company and their respective features
- KU9.** functioning of the appliance as well as chemical and other properties of various filters of the appliance
- KU10.** basic electronics (knowledge of components such as diode, transformer, LED, photo transistor, capacitor, resistor, inductor, thermistor, ICs)
- KU11.** fundamentals of electricity such as ohms law, difference between ac and dc, calculation of energy consumption of appliances, understanding of domestic wiring, understanding of series and parallel connections
- KU12.** procedure to diagnose the problem accurately and in assigned time
- KU13.** troubleshooting knowledge with respect to water purifiers
- KU14.** components/modules of the water purifier and their functioning such as inlet valve, auto shut off valve, saddle valve, housing, O ring, PCB and their prices
- KU15.** selection of the right spares according to recorded complaints
- KU16.** hazards that may occur during repairs, their causes and prevention/personal safety
- KU17.** frequently occurring faults such as low/no water production, leaks, bad tasting water etc.
- KU18.** other products of the company
- KU19.** electrical and electronic symbols, multiples and SI units
- KU20.** how to operate/use TDS tester, tube cutter, tube bender, temperature meter, pressure gauges, wrenches, pliers, screw drivers



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**KU21.** company specified procedures to change filters, resin and membrane of different models of water purifier

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** complete forms and other documentation
- GS2.** read and comprehend manuals/text material/documents
- GS3.** communicate in local/regional/English language
- GS4.** interact with others in a polite and courteous manner
- GS5.** comply with applicable standard operating procedures
- GS6.** communicate with all stakeholders to be able to work efficiently
- GS7.** seek inputs and guidance from the supervisor
- GS8.** maintain proper etiquette while dealing with the customer
- GS9.** interpret information clearly
- GS10.** improve work processes
- GS11.** ensure customer satisfaction
- GS12.** document/record information as per company formats

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Diagnose fault in water purifier</i>	<b>22</b>	<b>36</b>	-	<b>7</b>
<b>PC1.</b> diagnose the fault based on customer interaction, usage pattern and initial inspection	2	3	-	1
<b>PC2.</b> check water pressure to ensure it is as specified by company standards	2	2	-	-
<b>PC3.</b> perform steps to shut off the system by turning off the water supply and unplugging the appliance to carry out further inspection	-	3	-	-
<b>PC4.</b> place a piece of cloth or towel under the unit in order to avoid any water spills on the floor	-	1	-	-
<b>PC5.</b> perform basic inspection of feed water valve, tank valve, tubing, housing etc. to diagnose reasons for low/no water production	3	4	-	1
<b>PC6.</b> identify reasons for leaks in the filter housing due to loose housing, damaged or misaligned O ring, cracks in the housing	3	4	-	1
<b>PC7.</b> detect worn out auto shut off valve through symptoms such as loud vibrating noise, drain water never shutting off etc.	3	4	-	1
<b>PC8.</b> detect other problems such as clogged filters, storage tank problems, clogged flow resistor, inadequate/excessive water pressure, improper saddle valve mounting etc.	3	4	-	1
<b>PC9.</b> detect basic electrical faults such as improper/no earth, defective power cord, connector or internal wiring defect, short/ loose/open contacts, blown fuse	3	4	-	1
<b>PC10.</b> inspect each module of the unit separately if the fault is not identified through basic tests	3	4	-	1
<b>PC11.</b> send it to factory for in-depth diagnosis if problem does not get identified at site	-	3	-	-
<i>Replace/repair dysfunctional module in water purifier</i>	<b>7</b>	<b>8</b>	-	<b>2</b>

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> repair/replace component at location, if the fault identified is due to damage of components such as feed water valve, tank valve, tubing, housing etc.	3	4	-	1
<b>PC13.</b> schedule next appointment if the part can't be replaced on site	-	1	-	-
<b>PC14.</b> reassemble the unit to check that all the modules of the unit are working as per specifications	4	3	-	1
<i>Confirm functionality of repaired unit</i>	<b>11</b>	<b>6</b>	-	<b>1</b>
<b>PC15.</b> demonstrate functionality of the unit to the customer	3	3	-	1
<b>PC16.</b> provide information to the customer about cleaning procedures and precautions to be taken in order to avoid recurrence of problem	2	-	-	-
<b>PC17.</b> fill in customer acknowledgement form	1	1	-	-
<b>PC18.</b> complete all documentation procedures for complaint closure	2	1	-	-
<b>PC19.</b> collect necessary payments from the customer	1	-	-	-
<b>PC20.</b> sell related products such as new equipment or Annual Maintenance Contracts (AMC) as per company policy	2	1	-	-
<b>NOS Total</b>	<b>40</b>	<b>50</b>	-	<b>10</b>



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N3119
<b>NOS Name</b>	Repair dysfunctional water purifier
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Consumer Electronics & IT Hardware
<b>Occupation</b>	After Sales Service
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	19/07/2023
<b>NSQC Clearance Date</b>	19/01/2023

## Qualification Pack

### ELE/N3120: Repair dysfunctional mixer/juicer/grinder

#### Description

This NOS unit is about understanding the customers complaints, identifying the fault and fixing the mixer/juicer/grinder.

#### Scope

The scope covers the following :

- This unit/ task covers the following:
- Diagnose fault in mixer/juicer/grinder
- Replace/repair dysfunctional module in mixer/juicer/grinder
- Confirm functionality of repaired unit

#### Elements and Performance Criteria

##### *Diagnose fault in mixer/juicer/grinder*

To be competent, the user/individual on the job must be able to:

- PC1.** diagnose the fault based on customer interaction, usage pattern of mixer/juicer/grinder and initial inspection
- PC2.** unplug the appliance and turn the overload switch back to original position if the appliance turned off due to overload
- PC3.**
  - perform basic tests such as power supply inspection, volt ampere test and
  - earth test power supply
- PC4.** detect basic electrical faults such as improper/no earth, defective power cord, connector or internal wiring defect, short/ loose/open contacts, blown fuse
- PC5.** diagnose reasons for abnormal noise during use such as loose jar coupler, overloading of jar, worn out blade shaft, worn out jar bush, worn out/broken motor coupler
- PC6.** diagnose reasons for appliance not running due to dysfunctional motor, overload circuit breaker tripping, no power supply etc.
- PC7.** identify reasons for overflowing/leaking of contents from the jar such as faulty fitting of dome lid cap, dome gasket, overloading of the jar etc.
- PC8.** detect problems in the indicator switch due to lack of power supply, tripping of overload circuit breaker etc.
- PC9.** inspect each module of the unit separately if the fault is not identified through basic tests
- PC10.** send it to factory for in-depth diagnosis if problem does not get identified at site

##### *Replace/repair dysfunctional module in mixer/juicer/grinder*

To be competent, the user/individual on the job must be able to:

- PC11.** repair/replace component at location, if the fault identified is due to damage of components such as relay or thermostat
- PC12.** schedule next appointment if the part can't be replaced on site
- PC13.** reassemble the unit to check that all the modules of the unit are working as per specifications

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### *Confirm functionality of the repaired unit*

To be competent, the user/individual on the job must be able to:

- PC14.** demonstrate functionality of the unit to the customer
- PC15.** provide information to the customer about cleaning procedures and precautions to be taken in order to avoid recurrence of problem
- PC16.** fill in customer acknowledgement form
- PC17.** complete all documentation procedures for complaint closure
- PC18.** collect necessary payments from the customer
- PC19.** sell related products such as new equipment or annual maintenance contracts (AMC) as per company policy

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** damage free handling of the unit
- KU2.** different models of mixer/juicer/grinder along with their modules, features and functionalities
- KU3.** basic electrical fundamentals with regard to functioning of motors, circuit breakers, etc.
- KU4.** basic electronics (knowledge of components such as diode, transformer, LED, photo transistor, capacitor, resistor, inductor, thermistor, lcs
- KU5.** functioning of various electromechanical parts of the mixer/grinder
- KU6.** fundamentals of electricity such as ohms law, difference between ac and dc, calculation of energy consumption of appliances, understanding of domestic wiring, understanding of series and parallel connections
- KU7.** troubleshooting knowledge with respect to small home appliances
- KU8.** hazards, their causes and prevention/personal safety
- KU9.** frequently occurring faults such as abnormal noise during use, jars, overflowing, jar leaking etc.
- KU10.** energy ratings such BEE rating and concepts of e waste
- KU11.** other products of the company
- KU12.** usage of multi-meter, clamp meter, tube cutter, tube bender, screw drivers, wrenches, pliers etc.

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** complete forms and other documentation
- GS2.** read and comprehend manuals/text material/documents
- GS3.** communicate in local/regional/English language
- GS4.** interact with others in a polite and courteous manner
- GS5.** comply with applicable standard operating procedures
- GS6.** communicate with all stakeholders to be able to work efficiently



## Qualification Pack

- GS7.** seek inputs and guidance from the supervisor
- GS8.** maintain proper etiquette while dealing with the customer
- GS9.** interpret information clearly
- GS10.** improve work processes
- GS11.** ensure customer satisfaction
- GS12.** document/record information as per company formats

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Diagnose fault in mixer/juicer/grinder</i>	<b>24</b>	<b>34</b>	-	<b>8</b>
<b>PC1.</b> diagnose the fault based on customer interaction, usage pattern of mixer/juicer/grinder and initial inspection	3	2	-	1
<b>PC2.</b> unplug the appliance and turn the overload switch back to original position if the appliance turned off due to overload	-	3	-	-
<b>PC3.</b> • perform basic tests such as power supply inspection, volt ampere test and • earth test power supply	3	3	-	1
<b>PC4.</b> detect basic electrical faults such as improper/no earth, defective power cord, connector or internal wiring defect, short/ loose/open contacts, blown fuse	3	4	-	1
<b>PC5.</b> diagnose reasons for abnormal noise during use such as loose jar coupler, overloading of jar, worn out blade shaft, worn out jar bush, worn out/broken motor coupler	3	4	-	1
<b>PC6.</b> diagnose reasons for appliance not running due to dysfunctional motor, overload circuit breaker tripping, no power supply etc.	3	4	-	1
<b>PC7.</b> identify reasons for overflowing/leaking of contents from the jar such as faulty fitting of dome lid cap, dome gasket, overloading of the jar etc.	3	4	-	1
<b>PC8.</b> detect problems in the indicator switch due to lack of power supply, tripping of overload circuit breaker etc.	3	4	-	1
<b>PC9.</b> inspect each module of the unit separately if the fault is not identified through basic tests	3	4	-	1
<b>PC10.</b> send it to factory for in-depth diagnosis if problem does not get identified at site	-	2	-	-
<i>Replace/repair dysfunctional module in mixer/juicer/grinder</i>	<b>6</b>	<b>10</b>	-	<b>1</b>

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> repair/replace component at location, if the fault identified is due to damage of components such as relay or thermostat	3	4	-	1
<b>PC12.</b> schedule next appointment if the part can't be replaced on site	-	1	-	-
<b>PC13.</b> reassemble the unit to check that all the modules of the unit are working as per specifications	3	5	-	-
<i>Confirm functionality of the repaired unit</i>	<b>10</b>	<b>6</b>	-	<b>1</b>
<b>PC14.</b> demonstrate functionality of the unit to the customer	2	3	-	1
<b>PC15.</b> provide information to the customer about cleaning procedures and precautions to be taken in order to avoid recurrence of problem	2	-	-	-
<b>PC16.</b> fill in customer acknowledgement form	1	1	-	-
<b>PC17.</b> complete all documentation procedures for complaint closure	2	1	-	-
<b>PC18.</b> collect necessary payments from the customer	1	-	-	-
<b>PC19.</b> sell related products such as new equipment or annual maintenance contracts (AMC) as per company policy	2	1	-	-
<b>NOS Total</b>	<b>40</b>	<b>50</b>	-	<b>10</b>



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N3120
<b>NOS Name</b>	Repair dysfunctional mixer/juicer/grinder
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Consumer Electronics & IT Hardware
<b>Occupation</b>	After Sales Service
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	19/07/2023
<b>NSQC Clearance Date</b>	19/01/2023

## Qualification Pack

### ELE/N3121: Repair dysfunctional microwave oven

#### Description

This NOS unit is about understanding the customer complaints, identifying the fault and fixing the microwave oven

#### Scope

The scope covers the following :

- This unit/ task covers the following:
- Diagnose fault in microwave
- Replace/repair dysfunctional module in microwave
- Confirm functionality of repaired unit

#### Elements and Performance Criteria

##### *Diagnose fault in microwave*

To be competent, the user/individual on the job must be able to:

- PC1.** diagnose the fault based on customer interaction, usage pattern of microwave and initial inspection
- PC2.** unplug the appliance to carry out the inspection and diagnosis of faults
- PC3.**
  - perform basic tests such as power supply inspection, volt ampere test and
  - earth test power supply
- PC4.** detect basic electrical faults or power problems such as improper/no earth, defective power cord, connector or internal wiring defect, short/ loose/open contacts, blown fuse, open motor windings etc.
- PC5.** diagnose problem of oven running but not heating due to shorted diode, HV transformer or magnetron, damaged magnetron dome, magnetron insulator breakdown, shorted HV capacitor or HV wiring
- PC6.** diagnose reasons of low heating due to ageing magnetron, cracked magnet, burned dome or magnetron insulator breakdown
- PC7.** identify reasons for intermittent/uneven heating due to oxidised/burned connection to magnetron filament terminals, burned connector due to poor crimp or weakened connection
- PC8.** detect other problems such as defective touch panel/keypad, defective control board, defective sensor unit, burned slip on connector, defective trial, open fuse/open HV capacitor, open HV diode etc.
- PC9.** inspect each module of the unit separately if the fault is not identified through basic tests
- PC10.** send it to factory for in-depth diagnosis if problem does not get identified at site

##### *Replace/repair dysfunctional module in microwave*

To be competent, the user/individual on the job must be able to:

- PC11.** repair/replace component at location, if the fault identified is due to damage of components such as relay or thermostat
- PC12.** schedule next appointment if the part can't be replaced on site

## Qualification Pack

**PC13.** reassemble the unit to check that all the modules of the unit are working as per specifications

*Confirm functionality of the repaired unit*

To be competent, the user/individual on the job must be able to:

**PC14.** demonstrate functionality of the unit to the customer

**PC15.** provide information to the customer about cleaning procedures and precautions to be taken in order to avoid recurrence of problem

**PC16.** fill in customer acknowledgement form

**PC17.** complete all documentation procedures for complaint closure

**PC18.** collect necessary payments from the customer

**PC19.** sell related products such as new equipment or Annual Maintenance Contracts (AMC) as per company policy

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** damage free handling of the unit

**KU2.** different models of microwave ovens and their features and functionalities

**KU3.** basic electrical fundamentals with regard to functioning of motors, circuit breakers, etc.

**KU4.** basic electronics (knowledge of components such as diode, transformer, LED, photo transistor, capacitor, resistor, inductor, thermistor, ICs)

**KU5.** functioning of various electromechanical parts of the microwave

**KU6.** fundamentals of electricity such as ohms law, difference between ac and dc, calculation of energy consumption of appliances, understanding of domestic wiring, understanding of series and parallel connections

**KU7.** how to diagnose the problem and fix dysfunctional appliance in designated time

**KU8.** troubleshooting knowledge with respect to microwaves

**KU9.** hazards, their causes and prevention/personal safety

**KU10.** frequently occurring faults such as intermittent heating, no heating, timing problem, display problem etc.

**KU11.** energy ratings such BEE rating and concepts of e waste

**KU12.** components/modules of different microwaves and their prices

**KU13.** other products of the company

**KU14.** usage of multi-meter, clamp meter, microwave leakage detector, microwave power detector, thermometer, screwdriver etc.

## Generic Skills (GS)

User/individual on the job needs to know how to:

**GS1.** complete forms and other documentation

**GS2.** read and comprehend manuals/text material/documents



## Qualification Pack

- GS3.** communicate in local/regional/English language
- GS4.** interact with others in a polite and courteous manner
- GS5.** comply with applicable standard operating procedures
- GS6.** communicate with all stakeholders to be able to work efficiently
- GS7.** seek inputs and guidance from the supervisor
- GS8.** maintain proper etiquette while dealing with the customer
- GS9.** interpret information clearly
- GS10.** improve work processes
- GS11.** ensure customer satisfaction
- GS12.** document/record information as per company formats

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Diagnose fault in microwave</i>	<b>24</b>	<b>34</b>	-	<b>8</b>
<b>PC1.</b> diagnose the fault based on customer interaction, usage pattern of microwave and initial inspection	3	2	-	1
<b>PC2.</b> unplug the appliance to carry out the inspection and diagnosis of faults	-	3	-	-
<b>PC3.</b> • perform basic tests such as power supply inspection, volt ampere test and • earth test power supply	3	3	-	1
<b>PC4.</b> detect basic electrical faults or power problems such as improper/no earth, defective power cord, connector or internal wiring defect, short/ loose/open contacts, blown fuse, open motor windings etc.	3	4	-	1
<b>PC5.</b> diagnose problem of oven running but not heating due to shorted diode, HV transformer or magnetron, damaged magnetron dome, magnetron insulator breakdown, shorted HV capacitor or HV wiring	3	4	-	1
<b>PC6.</b> diagnose reasons of low heating due to ageing magnetron, cracked magnet, burned dome or magnetron insulator breakdown	3	4	-	1
<b>PC7.</b> identify reasons for intermittent/uneven heating due to oxidised/burned connection to magnetron filament terminals, burned connector due to poor crimp or weakened connection	3	4	-	1
<b>PC8.</b> detect other problems such as defective touch panel/keypad, defective control board, defective sensor unit, burned slip on connector, defective trial, open fuse/open HV capacitor, open HV diode etc.	3	4	-	1
<b>PC9.</b> inspect each module of the unit separately if the fault is not identified through basic tests	3	4	-	1
<b>PC10.</b> send it to factory for in-depth diagnosis if problem does not get identified at site	-	2	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Replace/repair dysfunctional module in microwave</i>	<b>6</b>	<b>10</b>	-	<b>1</b>
<b>PC11.</b> repair/replace component at location, if the fault identified is due to damage of components such as relay or thermostat	3	4	-	1
<b>PC12.</b> schedule next appointment if the part can't be replaced on site	-	1	-	-
<b>PC13.</b> reassemble the unit to check that all the modules of the unit are working as per specifications	3	5	-	-
<i>Confirm functionality of the repaired unit</i>	<b>10</b>	<b>6</b>	-	<b>1</b>
<b>PC14.</b> demonstrate functionality of the unit to the customer	2	3	-	1
<b>PC15.</b> provide information to the customer about cleaning procedures and precautions to be taken in order to avoid recurrence of problem	2	-	-	-
<b>PC16.</b> fill in customer acknowledgement form	1	1	-	-
<b>PC17.</b> complete all documentation procedures for complaint closure	2	1	-	-
<b>PC18.</b> collect necessary payments from the customer	1	-	-	-
<b>PC19.</b> sell related products such as new equipment or Annual Maintenance Contracts (AMC) as per company policy	2	1	-	-
<b>NOS Total</b>	<b>40</b>	<b>50</b>	-	<b>10</b>



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N3121
<b>NOS Name</b>	Repair dysfunctional microwave oven
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Consumer Electronics & IT Hardware
<b>Occupation</b>	After Sales Service
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	19/07/2023
<b>NSQC Clearance Date</b>	19/01/2023

## Qualification Pack

### ELE/N9905: Work effectively at the workplace

#### Description

This unit is about the communicating and managing work effectively at the workplace as well as taking measures to enhance own competence and working in a disciplined and ethical manner.

#### Scope

The scope covers the following :

- Communicate effectively at the workplace
- Work effectively
- Maintain and enhance professional competence
- Work in a disciplined and ethical manner
- Uphold social diversity at the workplace

#### Elements and Performance Criteria

##### *Communicate effectively at the workplace*

To be competent, the user/individual on the job must be able to:

- PC1.** exchange information and instruction with colleagues, and seek clarifications and feedback as necessary
- PC2.** assist colleagues where required
- PC3.** follow business communication etiquette in all interactions and communicative formats (online, digital, and in-person)
- PC4.** document and share all relevant information with stakeholders in agreed formats and as per agreed timelines

##### *Work effectively*

To be competent, the user/individual on the job must be able to:

- PC5.** identify and obtain clarity regarding organisational, team and own goals and targets
- PC6.** prioritise and plan work in order to achieve goals and targets
- PC7.** monitor own and team performance as per agreed plan
- PC8.** complete duties accurately, systematically and within required timeframes
- PC9.** express emotions appropriately at the workplace and manage own response to heightened emotions
- PC10.** maintain orderliness and cleanliness in the work area

##### *Maintain and enhance professional competence*

To be competent, the user/individual on the job must be able to:

- PC11.** identify own strengths and weaknesses in relation to goals and targets
- PC12.** adapt self, service, or product to meet success criteria
- PC13.** seek and select opportunities for continuous professional development
- PC14.** formulate a professional development plan to enhance capabilities

## Qualification Pack

- PC15.** build or contribute to the organizational knowledge base of cases, clients, issues, solutions, and innovations
- PC16.** examine developments and trends in field of work and their potential impact on work
- PC17.** take feedback from peers, supervisors and clients to improve own performance and practices

### *Work in a disciplined and ethical manner*

To be competent, the user/individual on the job must be able to:

- PC18.** perform tasks as per workplace standards, organisational policies and legislative requirements
- PC19.** display appropriate professional appearance at the workplace and adhere to the organisational dress code
- PC20.** demonstrate responsible and disciplined behaviour at the workplace such as punctuality; completing tasks as per given time and standards; demonstrating professional behaviour at all times, adopting environment- friendly practices, etc.
- PC21.** identify the cause of conflict and options for resolution with peers or escalate grievances and problems to appropriate authority as per procedure for conflict resolution
- PC22.** protect the rights of the client and organisation when delivering services
- PC23.** ensure services are delivered equally to all clients regardless of personal and cultural beliefs
- PC24.** operate within an agreed ethical code of practice and report unethical conduct to the appropriate authorities
- PC25.** follow organisational guidelines and legal requirements on disclosure and confidentiality

### *Uphold social diversity at the workplace*

To be competent, the user/individual on the job must be able to:

- PC26.** recognize and evaluate biased practices against underrepresented groups like women and persons with disabilities, in workplace systems and processes
- PC27.** identify and report discrimination and harassment based on gender, disability, or cultural difference at the workplace
- PC28.** use inclusive or neutral language and gestures in all interactions
- PC29.** respect the personal and professional space of others
- PC30.** access grievance redressal mechanisms as per legislations

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisation's policies on dress code, workplace timings, workplace behaviour, performance management, incentives, delivery standards, information security, etc.
- KU2.** organizational hierarchy and escalation matrix
- KU3.** importance of the individual's role in the workflow
- KU4.** organisational norms on health, safety and sustainability
- KU5.** work area inspection procedures and practices
- KU6.** professional etiquette and grooming

## Qualification Pack

- KU7.** communication etiquette across communicative mediums (online, digital, and in-person) including strategies/methods for sharing information, documentation, and providing and receiving feedback
- KU8.** importance of self-evaluations and developing a continuous learning and professional development plan
- KU9.** developments and trends impacting professional practice
- KU10.** importance of taking and using feedback from colleagues and clients to identify and introduce improvements in work performance
- KU11.** professional ethics and workplace norms on reporting and/or penalizing unethical behaviour and practices.
- KU12.** guidelines and legal requirements on disclosure, confidentiality, and conflicts of interest
- KU13.** strategies for collaboration with colleagues and clients.
- KU14.** professional responses and strategies against inappropriate language or behaviour toward self and others
- KU15.** Implicit bias (based on gender, disability, class, caste, colour, race, culture, religion, etc.) and its consequences in the workplace
- KU16.** organizational guidelines, prevalent legislations and accessibility norms and processes to support PwDs at the workplace
- KU17.** strategies for time, effort and resource allocation towards the goals.
- KU18.** basic concepts of work productivity including waste reduction, efficient material usage and optimization of time

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** complete documentation and forms such as work orders, invoices maintenance records activity logs, attendance sheets as per organizational format in English and/or local language
- GS2.** write basic accident or incident report accurately in an appropriate format
- GS3.** read warnings, instructions and other text material on product labels, components, etc. and relevant signages, warnings, labels or descriptions on equipment, etc. while carrying out work activities
- GS4.** convey and share technical information clearly using appropriate language
- GS5.** clarify task-related information
- GS6.** liaise with authorities and supervisors as per organizational protocol
- GS7.** listen, speak, and write in an inclusive, respectful manner in line with organizational protocol
- GS8.** seek clarification from immediate supervisor or responsible authority or exercise most appropriate solutions to safety breaches at work
- GS9.** report to the supervisor and when to deal with a colleague depending on the type of concern
- GS10.** deliver product to next work process on time
- GS11.** improve work process and report potential areas of delays and disruptions
- GS12.** communicate problems appropriately to others
- GS13.** identify symptoms of the fault to the cause of the problem and resolve, otherwise seek assistance and support from other sources to solve the problem



## Qualification Pack

- GS14.** anticipate and avoid hazards that may occur during repairs because of tools, materials used or repair processes
- GS15.** complete tasks efficiently and accurately within stipulated time
- GS16.** appreciate and respect social diversity in all professional settings
- GS17.** develop awareness and accountability for perspectives on gender, disabilities, and socio-cultural issues leading to discrimination, bias, or harassment at the workplace
- GS18.** maintain positive and effective relationships with colleagues and customers

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Communicate effectively at the workplace</i>	<b>5</b>	<b>13</b>	-	-
<b>PC1.</b> exchange information and instruction with colleagues, and seek clarifications and feedback as necessary	1	3	-	-
<b>PC2.</b> assist colleagues where required	1	3	-	-
<b>PC3.</b> follow business communication etiquette in all interactions and communicative formats (online, digital, and in-person)	1	4	-	-
<b>PC4.</b> document and share all relevant information with stakeholders in agreed formats and as per agreed timelines	2	3	-	-
<i>Work effectively</i>	<b>6</b>	<b>13</b>	-	-
<b>PC5.</b> identify and obtain clarity regarding organisational, team and own goals and targets	1	2	-	-
<b>PC6.</b> prioritise and plan work in order to achieve goals and targets	1	2	-	-
<b>PC7.</b> monitor own and team performance as per agreed plan	1	2	-	-
<b>PC8.</b> complete duties accurately, systematically and within required timeframes	1	2	-	-
<b>PC9.</b> express emotions appropriately at the workplace and manage own response to heightened emotions	1	2	-	-
<b>PC10.</b> maintain orderliness and cleanliness in the work area	1	3	-	-
<i>Maintain and enhance professional competence</i>	<b>8</b>	<b>7</b>	-	-
<b>PC11.</b> identify own strengths and weaknesses in relation to goals and targets	1	1	-	-
<b>PC12.</b> adapt self, service, or product to meet success criteria	1	1	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> seek and select opportunities for continuous professional development	1	1	-	-
<b>PC14.</b> formulate a professional development plan to enhance capabilities	2	1	-	-
<b>PC15.</b> build or contribute to the organizational knowledge base of cases, clients, issues, solutions, and innovations	1	1	-	-
<b>PC16.</b> examine developments and trends in field of work and their potential impact on work	1	1	-	-
<b>PC17.</b> take feedback from peers, supervisors and clients to improve own performance and practices	1	1	-	-
<i>Work in a disciplined and ethical manner</i>	<b>11</b>	<b>16</b>	-	-
<b>PC18.</b> perform tasks as per workplace standards, organisational policies and legislative requirements	2	2	-	-
<b>PC19.</b> display appropriate professional appearance at the workplace and adhere to the organisational dress code	1	2	-	-
<b>PC20.</b> demonstrate responsible and disciplined behaviour at the workplace such as punctuality; completing tasks as per given time and standards; demonstrating professional behaviour at all times, adopting environment- friendly practices, etc.	1	2	-	-
<b>PC21.</b> identify the cause of conflict and options for resolution with peers or escalate grievances and problems to appropriate authority as per procedure for conflict resolution	2	2	-	-
<b>PC22.</b> protect the rights of the client and organisation when delivering services	1	2	-	-
<b>PC23.</b> ensure services are delivered equally to all clients regardless of personal and cultural beliefs	1	2	-	-
<b>PC24.</b> operate within an agreed ethical code of practice and report unethical conduct to the appropriate authorities	2	2	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC25.</b> follow organisational guidelines and legal requirements on disclosure and confidentiality	1	2	-	-
<i>Uphold social diversity at the workplace</i>	<b>10</b>	<b>11</b>	-	-
<b>PC26.</b> recognize and evaluate biased practices against underrepresented groups like women and persons with disabilities, in workplace systems and processes	2	2	-	-
<b>PC27.</b> identify and report discrimination and harassment based on gender, disability, or cultural difference at the workplace	2	2	-	-
<b>PC28.</b> use inclusive or neutral language and gestures in all interactions	2	2	-	-
<b>PC29.</b> respect the personal and professional space of others	2	2	-	-
<b>PC30.</b> access grievance redressal mechanisms as per legislations	2	3	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N9905
<b>NOS Name</b>	Work effectively at the workplace
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic - Organizational Behaviour
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	30/12/2026
<b>NSQF Clearance Date</b>	30/12/2021

## Qualification Pack

### ELE/N1002: Apply health and safety practices at the workplace

#### Description

This OS unit is about knowledge and practices relating to health, safety and security that candidates need to use in the workplace.

#### Scope

The scope covers the following :

- Deal with workplace hazards
- Apply fire safety practices
- Follow emergencies, rescue and first-aid procedures
- Effective waste management/recycling practices

#### Elements and Performance Criteria

##### *Deal with workplace hazards*

To be competent, the user/individual on the job must be able to:

- PC1.** identify job-site hazards and possible causes of accident in the workplace
- PC2.** perform work complying to organizational safe working practices and observing hazard signs displayed on containers, equipment and in various work areas such as inside buildings, in open areas and public spaces, etc.
- PC3.** use appropriate personal protective equipment (PPE) for specific tasks and work conditions, contaminant (concentration w.r.t air) requirements and severity of hazard while conforming to the Indian/International standards
- PC4.** follow standard safety procedures while handling tool/ ,equipment, hazardous substances and while working in hazardous environments
- PC5.** dispose electronic waste (such as toxins; metals such as lead, cadmium, barium; flame retardant plastics, welding slag etc.) as per industry approved techniques
- PC6.** avoid damage of components due to negligence in electrostatic discharge (ESD) procedures
- PC7.** locate general health and safety equipment in the workplace such as fire extinguishers; first aid equipment; safety instruments, clothing and installations (fire exits, exhaust fans)
- PC8.** maintain appropriate posture while handling heavy objects
- PC9.** apply good housekeeping practices at all times

##### *Apply fire safety practices*

To be competent, the user/individual on the job must be able to:

- PC10.** take preventive measures to prevent fire hazards
- PC11.**
  - use appropriate fire extinguishers for different types of fires
  - Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no l
- PC12.** exhibit rescue and first-aid techniques in case of fire or electrocution

## Qualification Pack

### *Follow emergencies, rescue and first-aid procedures*

To be competent, the user/individual on the job must be able to:

- PC13.** administer appropriate first aid to victims in case of bleeding, burns, choking, electric shock, poisoning etc.
- PC14.** administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock,
- PC15.** participate regularly in emergency procedures such as raising alarm, safe/efficient, evacuation, correct means of taking shelter and escaping, correct assembly point, roll call, correct return to work
- PC16.** use correct method to move injured people and others during an emergency

### *Effective waste management/recycling practices*

To be competent, the user/individual on the job must be able to:

- PC17.** identify recyclable and non-recyclable, and hazardous waste generated
- PC18.** segregate waste into different categories
- PC19.** ensure disposal of non-recyclable waste appropriately
- PC20.** deposit non-recyclable and reusable material at identified location
- PC21.** follow processes specified for disposal of hazardous waste

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of working in clean and safe work environment following safety practices and procedures
- KU2.** health and safety roles and responsibilities of relevant personnel within and outside the organisation
- KU3.** key internal and external sources of health and safety information
- KU4.** basic knowledge of electronic devices and related health risks
- KU5.** meaning of hazards and risks
- KU6.** various types of health and safety hazards commonly present in the work environment such as physical hazards, electrical hazards, chemical hazards, fire hazards, equipment related hazards, health hazards, etc.
- KU7.** methods of accident prevention
- KU8.** importance of using protective clothing/equipment while working
- KU9.** general principles for identifying and controlling health and safety risks
- KU10.** main hazards and preventive as well as control measures while working with different types of equipment
- KU11.** importance of carrying out electrical and non-electrical isolation to prevent hazards from loss of machine/system/process control
- KU12.** main hazards and preventive as well as control measures when working with electrical systems or using electrical equipment
- KU13.** forms and classifications of hazardous substances
- KU14.** safe working practices while working at various hazardous sites
- KU15.** prevention and control measures to reduce risks from exposure to hazardous substances

## Qualification Pack

- KU16.** health effects associated with exposure to noise and vibration and the appropriate control measures
- KU17.** precautionary activities to prevent the fire accident
- KU18.** various causes of fire such as heating of metal, spontaneous ignition, sparking, electrical eating, loose fires (smoking, welding, etc.) chemical fires etc.
- KU19.** techniques of using the different fire extinguishers
- KU20.** different methods and material to extinguish fires
- KU21.** different materials used for extinguishing fire such as sand, water, foam, CO<sub>2</sub>, dry powder
- KU22.** rescue techniques used during a fire hazard
- KU23.** various types of safety signs and their meaning
- KU24.** basic first aid treatment relevant to the common work place injuries e.g. shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries
- KU25.** contents of written accident report
- KU26.** potential injuries and ill health associated with incorrect handling of tools and equipment
- KU27.** safe lifting and carrying practices
- KU28.** potential impact to a person who is moved incorrectly
- KU29.** personal safety, health and dignity issues relating to the movement of a person by others
- KU30.** ESD measures and 5S
- KU31.** efficient utilization and management of material and water
- KU32.** ways to recognize common electrical problems and practices of conserving electricity
- KU33.** usage of different colours of dustbins, categorization of waste into dry, wet, recyclable, nonrecyclable and items of single-use plastics
- KU34.** organization's procedure for minimizing waste
- KU35.** waste management and methods of waste disposal
- KU36.** common sources of pollution and ways to minimize it
- KU37.** names, contact information and location of people responsible for health and safety in the workplace
- KU38.** location of documents and equipment for health and safety compliance/practices in the workplace
- KU39.** safety notices, signs and instructions at workplace

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** interpret general health and safety guidelines labels, charts, signages
- GS2.** read operation manuals
- GS3.** write health and safety compliance report
- GS4.** write an accident/incident report in local language or English
- GS5.** provide an emergency or safety incident brief to seniors or relevant authorities in a calm, clear and to-the-point manner
- GS6.** communicate general health and safety guidelines to colleagues/co-workers



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- GS7.** communicate appropriately with co-workers in order to clarify instructions and other issues
- GS8.** act in case of any potential hazards observed in the work place
- GS9.** plan and organize their own work schedule, work area, tools, equipment in compliance with organizational policies for health, safety and security
- GS10.** take adequate measures to ensure the safety of clients and visitors at the workplace
- GS11.** identify immediate or temporary solutions to resolve delays
- GS12.** evaluate the work area for health and safety risks or hazards
- GS13.** use cause and effect relations to anticipate potential issues, problems and their solution in the work area related to safety
- GS14.** recognise emergency and potential emergency situations
- GS15.** protect self and others from a health and safety risk or hazard
- GS16.** communicate and collaborate to incorporate sustainable practices (greening) in workplace processes
- GS17.** record data on waste disposal at workplace

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Deal with workplace hazards</i>	<b>20</b>	<b>31</b>	-	-
<b>PC1.</b> identify job-site hazards and possible causes of accident in the workplace	2	3	-	-
<b>PC2.</b> perform work complying to organizational safe working practices and observing hazard signs displayed on containers, equipment and in various work areas such as inside buildings, in open areas and public spaces, etc.	3	4	-	-
<b>PC3.</b> use appropriate personal protective equipment (PPE) for specific tasks and work conditions, contaminant (concentration w.r.t air) requirements and severity of hazard while conforming to the Indian/International standards	3	4	-	-
<b>PC4.</b> follow standard safety procedures while handling tool/ ,equipment, hazardous substances and while working in hazardous environments	3	4	-	-
<b>PC5.</b> dispose electronic waste (such as toxins; metals such as lead, cadmium, barium; flame retardant plastics, welding slag etc.) as per industry approved techniques	2	4	-	-
<b>PC6.</b> avoid damage of components due to negligence in electrostatic discharge (ESD) procedures	2	3	-	-
<b>PC7.</b> locate general health and safety equipment in the workplace such as fire extinguishers; first aid equipment; safety instruments, clothing and installations (fire exits, exhaust fans)	2	3	-	-
<b>PC8.</b> maintain appropriate posture while handling heavy objects	1	3	-	-
<b>PC9.</b> apply good housekeeping practices at all times	2	3	-	-
<i>Apply fire safety practices</i>	<b>4</b>	<b>9</b>	-	-
<b>PC10.</b> take preventive measures to prevent fire hazards	2	3	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<p><b>PC11.</b></p> <ul style="list-style-type: none"> <li>use appropriate fire extinguishers for different types of fires</li> <li>Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no l</li> </ul>	1	3	-	-
<p><b>PC12.</b> exhibit rescue and first-aid techniques in case of fire or electrocution</p>	1	3	-	-
<p><i>Follow emergencies, rescue and first-aid procedures</i></p>	<b>6</b>	<b>13</b>	-	-
<p><b>PC13.</b> administer appropriate first aid to victims in case of bleeding, burns, choking, electric shock, poisoning etc.</p>	1	3	-	-
<p><b>PC14.</b> administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock,</p>	1	2	-	-
<p><b>PC15.</b> participate regularly in emergency procedures such as raising alarm, safe/efficient, evacuation, correct means of taking shelter and escaping, correct assembly point, roll call, correct return to work</p>	2	4	-	-
<p><b>PC16.</b> use correct method to move injured people and others during an emergency</p>	2	4	-	-
<p><i>Effective waste management/recycling practices</i></p>	<b>5</b>	<b>12</b>	-	-
<p><b>PC17.</b> identify recyclable and non-recyclable, and hazardous waste generated</p>	1	3	-	-
<p><b>PC18.</b> segregate waste into different categories</p>	1	2	-	-
<p><b>PC19.</b> ensure disposal of non-recyclable waste appropriately</p>	1	2	-	-
<p><b>PC20.</b> deposit non-recyclable and reusable material at identified location</p>	1	3	-	-



### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC21. follow processes specified for disposal of hazardous waste	1	2	-	-
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N1002
<b>NOS Name</b>	Apply health and safety practices at the workplace
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic - Health Safety
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	24/02/2025
<b>NSQC Clearance Date</b>	24/02/2022



## Qualification Pack

### DGT/VSQ/N0102: Employability Skills (60 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

##### *Constitutional values - Citizenship*

To be competent, the user/individual on the job must be able to:

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

##### *Basic English Skills*

To be competent, the user/individual on the job must be able to:

## Qualification Pack

- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

### *Career Development & Goal Setting*

To be competent, the user/individual on the job must be able to:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

### *Communication Skills*

To be competent, the user/individual on the job must be able to:

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

### *Diversity & Inclusion*

To be competent, the user/individual on the job must be able to:

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

### *Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

### *Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

### *Entrepreneurship*

To be competent, the user/individual on the job must be able to:

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### *Customer Service*

To be competent, the user/individual on the job must be able to:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

## Qualification Pack

**PC28.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

To be competent, the user/individual on the job must be able to:

**PC29.** create a professional Curriculum vitae (Résumé)

**PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

**PC31.** apply to identified job openings using offline /online methods as per requirement

**PC32.** answer questions politely, with clarity and confidence, during recruitment and selection

**PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills and different learning and employability related portals

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

**KU6.** importance of career development and setting long- and short-term goals

**KU7.** about effective communication

**KU8.** POSH Act

**KU9.** Gender sensitivity and inclusivity

**KU10.** different types of financial institutes, products, and services

**KU11.** how to compute income and expenditure

**KU12.** importance of maintaining safety and security in offline and online financial transactions

**KU13.** different legal rights and laws

**KU14.** different types of digital devices and the procedure to operate them safely and securely

**KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

**KU18.** how to apply for a job and prepare for an interview

**KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

User/individual on the job needs to know how to:

**GS1.** read and write different types of documents/instructions/correspondence

**GS2.** communicate effectively using appropriate language in formal and informal settings



## Qualification Pack

- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> understand the difference between job and career	-	-	-	-
<b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC16.</b> select financial institutions, products and services as per requirement	-	-	-	-
<b>PC17.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC18.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC19.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC20.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC21.</b> use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
<b>PC22.</b> use basic features of word processor, spreadsheets, and presentations	-	-	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
<b>PC23.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC24.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC26.</b> identify different types of customers	-	-	-	-
<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC29.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC31.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/04/2025
<b>Next Review Date</b>	30/04/2028
<b>NSQC Clearance Date</b>	30/04/2025

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

## Qualification Pack

### Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

### Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
ELE/N3101.Engage with customer for service	40	50	-	10	100	10
ELE/N3118.Install the water purifier	40	50	-	10	100	20
ELE/N3119.Repair dysfunctional water purifier	40	50	-	10	100	20
ELE/N3120.Repair dysfunctional mixer/juicer/grinder	40	50	-	10	100	20
ELE/N3121.Repair dysfunctional microwave oven	40	50	-	10	100	10
ELE/N9905.Work effectively at the workplace	40	60	-	-	100	5
ELE/N1002.Apply health and safety practices at the workplace	35	65	-	-	100	5
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	0	0	50	10
<b>Total</b>	<b>295</b>	<b>405</b>	<b>0</b>	<b>0</b>	<b>750</b>	<b>100</b>



## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>QP</b>	Qualification Pack
<b>NSQF</b>	National Skills Qualification Framework
<b>NSQC</b>	National Skills Qualification Committee

## Qualification Pack

### 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.

## Qualification Pack

<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.
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory) trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended) trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	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.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.



## Qualification Pack

### 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.