

NSQF QUALIFICATION FILE

Approved in 15th NSQC Meeting – NCVET – 27th January, 2022

CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

Name and address of submitting body:

Electronics Sector Skills Council of India(ESSCI)

Head Office: 155, 2nd Floor, ESC House

Okhla Industrial Area - Phase 3, New Delhi – 110020

Tel: +91 -84477-38-501

Name and contact details of individual dealing with the submission

Name: Dr. Abhilasha Gaur

Position in the organisation: COO

Address if different from above: Same as above

Tel number(s):

E-mail address: ceo@essc-india.org

List of documents submitted in support of the Qualifications File

1. Model Curriculum

Model Curriculum to be added which will include the following:

- **Indicative list of tools/equipment to conduct the training**
- **Trainers qualification**
- **Lesson Plan**
- **Distribution of training duration into theory/practical/OJT component**

SUMMARY

1	Qualification Title: LED Light Repair Technician
2	Qualification Code, if any: ELE/Q9302
3	NCO code and occupation: NCO-2015/NIL ,LED Light Testing and Quality Assurance
4	Nature and purpose of the qualification (Please specify whether qualification is short term or long term): Check the non-functional LED light, repairs the fault and reassemble the light to make it functional.
5	Body/bodies which will award the qualification: Electronics Sector Skills Council of India
6	Body which will accredit providers to offer courses leading to the qualification: Electronics Sector Skills Council of India
7	Whether accreditation/affiliation norms are already in place or not, if applicable (if yes, attach a copy) : Yes
8	Occupation(s) to which the qualification gives access: LED Light Testing and Quality Assurance
9	Job description of the occupation: A LED Light Repair Technician is responsible for checking the non-functional LED light in a systematic manner to find out the fault; dismantles it; repairs the fault and reassemble the light to make it functional.
10	Licensing requirements: N/A
11	Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided): N/A
12	Level of the qualification in the NSQF: Level 4
13	Anticipated volume of training/learning required to complete the qualification: 600 Hours
14	Indicative list of training tools required to deliver this qualification: LED Light strips, multimeter, tester, LCR meter, power analyser, repairing tools, Sample of escalation matrix, organisation structure, safety glasses, head protection, rubber gloves, safety footwear, warning signs and tapes, fire extinguisher, first aid kit, fire extinguishers and warning signs.
15	Entry requirements and/or recommendations and minimum age: 8th Grade Pass + NTC (2 years after 8th) +2 Year NAC/relevant Experience) OR

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	10th Grade pass + 2 Year NTC/NAC/ relevant experience OR Certificate-NSQF Level-3 in Electrical Technician with 2 Years of relevant Experience OR 12th Grade and 18 Years		
16	Progression from the qualification (Please show Professional and academic progression): LED Light Project Engineer		
17	Arrangements for the Recognition of Prior learning (RPL): RPL will be based on the same approved Qualification Pack and Assessment Criteria mentioned in the Qualification Pack by Electronics Sector Skills Council of India (ESSCI)		
18	International comparability where known (research evidence to be provided) : Yet to establish		
19	Date of planned review of the qualification: 2nd June 2025		
20	Formal structure of the qualification		
	Mandatory components		
	Title of component and identification code/NOSs/Learning outcomes	Estimated size (learning hours)	Level
(i)	Introduction to the role of LED Light Repair Technician (Bridge Module)	30	4
(ii)	Diagnose and repair fault in LED Light (ELE/N9302)	450	4
(iii)	Work Effectively at the Workplace (ELE/N9905)	30	4
(iv)	Apply Health and Safety Practices at the Workplace (ELE/N1002)	30	4
(v)	Employability NOS (60 Hours) (DGT/VSQ/N0102)	60	4
	Total	600	

SECTION 1

ASSESSMENT

21	<p>Body/Bodies which will carry out assessment: Electronics Sector Skills Council of India</p>
22	<p>How will RPL assessment be managed and who will carry it out? Give details of how RPL assessment for the qualification will be carried out and quality assured.</p> <p>The RPL assessment will be carried out through pre assessment, identifying the skills gaps, provide bridge training to cover the competency gap and then conduct final assessment of the candidates.</p>
23	<p>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</p> <p>Assessment is done through third parties who are affiliated to ESSCI as Assessment Body. Assessors are trained & certified by ESSCI through Training of Assessors program. The assessment involves two processes. The first process is gathering the evidence of the competency of individuals. The second part of the assessment process is the judgement as to whether a person is competent or not. The assessment plan contains the following information:</p> <ul style="list-style-type: none"> • What will be assessed, i.e. the competency based on each NOS • How assessment will occur i.e. methods of assessment • When the assessment will occur • Where the assessment will take place i.e. context of the assessment (workplace/simulation) • The criteria for decision making i.e. those aspects that will guide judgements and <p>Where appropriate, any supplementary criteria used to make a judgement on the level of performance.</p> <p>The assessment is conducted through theory, viva voce and practical.</p>

Please attach most relevant and recent documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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ASSESSMENT EVIDENCE

Complete a grid for each component as listed in “Formal structure of the qualification” in the Summary.

NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – i.e. Learning Outcomes to be assessed, assessment criteria and the means of assessment.

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24. Assessment evidences

Title of Component: LED Light Repair Technician

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role LED Light Repair Technician

Qualification Pack ELE/Q9302

Sector Skill Council Electronics Sector Skills Council of India

Guidelines for Assessment

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

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
ELE/N9302: Diagnose and repair fault in LED Light				
<i>Finding and repairing component level fault</i>	21	33	-	-
PC1. identify loose, de-soldered wires and connections if the light does not switch on when connecting the non-functional LED Light with the AC source	3	5	-	-
PC2. do soldering of wires and make connections in case of loose, de-soldered wires and connections or dismantle the LED light if no loose, de-soldered wires and connections are found externally	4	7	-	-

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PC3.	check the LED light engine with DC supply as per the voltage / current requirements of the product and replace the LED light engine if it is found faulty	3	4	-	-
PC4.	check the supply unit with AC supply / multimeter to find out the voltage / current output in case LED light Engine is not found defective	3	5	-	-
PC5.	use multimeter to check the voltage / current output at different sections of the supply unit and find out the damaged section in case of no voltage / current output found in supply unit	2	3	-	-
PC6.	use multimeter and individually check the components of the section where voltage output is found to be less than desired or no output	2	3	-	-
PC7.	repair or replace the damaged components / SMPs as per the organisational standards and procedures	2	3	-	-
PC8.	check output voltage/current of the supply unit again with multimeter and reassemble the LED light if repaired / replaced supply unit is found okay	2	3	-	-
<i>Finding and repairing LED strip level fault</i>		13	17	-	-
PC9.	identify no. of non-functional / damaged LED strips from the array of LED strips in the light by connecting it with the AC source	5	6	-	-
PC10.	remove the glass shell from the LED light and replace the burnt out / damaged LED strips	4	6	-	-
PC11.	replace the glass shell on the LED Light and close it if all the strips are found operational	4	5	-	-
<i>Achieving quality standards</i>		6	10	-	-
PC12.	correctly find the root cause of non-functional LED light and repair it as per organisational quality standards	3	5	-	-
PC13.	document the fault diagnosis and repair process as per SOP	3	5	-	-
NOS Total		40	60	-	-

ELE/N9905: Work effectively at the workplace

<i>Communicate effectively at the workplace</i>	5	13	-	-
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PC1. exchange information and instruction with colleagues, and seek clarifications and feedback as necessary	1	3	-	-
PC2. assist colleagues where required	1	3	-	-
PC3. follow business communication etiquette in all interactions and communicative formats (online, digital, and in-person)	1	4	-	-
PC4. document and share all relevant information with stakeholders in agreed formats and as per agreed timelines	2	3	-	-
<i>Work effectively</i>	6	13	-	-
PC5. identify and obtain clarity regarding organisational, team and own goals and targets	1	2	-	-
PC6. prioritise and plan work in order to achieve goals and targets	1	2	-	-
PC7. monitor own and team performance as per agreed plan	1	2	-	-
PC8. complete duties accurately, systematically and within required timeframes	1	2	-	-
PC9. express emotions appropriately at the workplace and manage own response to heightened emotions	1	2	-	-
PC10. maintain orderliness and cleanliness in the work area	1	3	-	-
<i>Maintain and enhance professional competence</i>	8	7	-	-
PC11. identify own strengths and weaknesses in relation to goals and targets	1	1	-	-
PC12. adapt self, service, or product to meet success criteria	1	1	-	-
PC13. seek and select opportunities for continuous professional development	1	1	-	-
PC14. formulate a professional development plan to enhance capabilities	2	1	-	-
PC15. build or contribute to the organizational knowledge base of cases, clients, issues, solutions, and innovations	1	1	-	-

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PC16. examine developments and trends in field of work and their potential impact on work	1	1	-	-
PC17. take feedback from peers, supervisors and clients to improve own performance and practices	1	1	-	-
<i>Work in a disciplined and ethical manner</i>	11	16	-	-
PC18. perform tasks as per workplace standards, organisational policies and legislative requirements	2	2	-	-
PC19. display appropriate professional appearance at the workplace and adhere to the organisational dress code	1	2	-	-
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.	1	2	-	-
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	2	2	-	-
PC22. protect the rights of the client and organisation when delivering services	1	2	-	-
PC23. ensure services are delivered equally to all clients regardless of personal and cultural beliefs	1	2	-	-
PC24. operate within an agreed ethical code of practice and report unethical conduct to the appropriate authorities	2	2	-	-
PC25. follow organisational guidelines and legal requirements on disclosure and confidentiality	1	2	-	-
<i>Uphold social diversity at the workplace</i>	10	11	-	-
PC26. recognize and evaluate biased practices against underrepresented groups like women and persons with disabilities, in workplace systems and processes	2	2	-	-
PC27. identify and report discrimination and harassment based on gender, disability, or cultural difference at the workplace	2	2	-	-
PC28. use inclusive or neutral language and gestures in all interactions	2	2	-	-

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PC29. respect the personal and professional space of others	2	2	-	-
PC30. access grievance redressal mechanisms as per legislations	2	3	-	-
NOS Total	40	60	-	-
ELE/N1002: Apply health and safety practices at the workplace				
<i>Deal with workplace hazards</i>	20	31	-	-
PC1. identify job-site hazards and possible causes of accident in the workplace	2	3	-	-
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.	3	4	-	-
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	3	4	-	-
PC4. follow standard safety procedures while handling tool/ , equipment, hazardous substances and while working in hazardous environments	3	4	-	-
PC5. 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	-	-
PC6. avoid damage of components due to negligence in electrostatic discharge (ESD) procedures	2	3	-	-
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)	2	3	-	-
PC8. maintain appropriate posture while handling heavy objects	1	3	-	-
PC9. apply good housekeeping practices at all times	2	3	-	-
<i>Apply fire safety practices</i>	4	9	-	-

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PC10. take preventive measures to prevent fire hazards	2	3	-	-
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	1	3	-	-
PC12. exhibit rescue and first-aid techniques in case of fire or electrocution	1	3	-	-
<i>Follow emergencies, rescue and first-aid procedures</i>	6	13	-	-
PC13. administer appropriate first aid to victims in case of bleeding, burns, choking, electric shock, poisoning etc.	1	3	-	-
PC14. administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock,	1	2	-	-
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	2	4	-	-
PC16. use correct method to move injured people and others during an emergency	2	4	-	-
<i>Effective waste management/recycling practices</i>	5	12	-	-
PC17. identify recyclable and non-recyclable, and hazardous waste generated	1	3	-	-
PC18. segregate waste into different categories	1	2	-	-
PC19. ensure disposal of non-recyclable waste appropriately	1	2	-	-
PC20. deposit non-recyclable and reusable material at identified location	1	3	-	-
PC21. follow processes specified for disposal of hazardous waste	1	2	-	-
NOS Total	35	65	-	-

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DGT/VSQ/N0102: Employability Skills (60 Hours)				
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
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	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
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	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
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	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

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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	2	2	-	-
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	1	2	-	-
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	2	3	-	-
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	3	4	-	-
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	2	3	-	-
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through	-	-	-	-

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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	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
Getting ready for apprenticeship & Jobs	2	3	-	-
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	-	-	-	-
NOS Total	20	30	-	-

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Outcomes to be assessed/NOSs to be assessed	Assessment criteria for the outcome
Provided in the above section	
Means of assessment 1 <ol style="list-style-type: none">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. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below.)4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on these criteria.	
Means of assessment 2 <p>Add boxes as required.</p>	
Pass/Fail <ol style="list-style-type: none">1. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS.2. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.	

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25. SECTION 2

EVIDENCE OF LEVEL

Title/Name of qualification/component: LED Light Repair Technician			Level: 4
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
Process	<p>Demands a wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices.</p> <ul style="list-style-type: none"> • Ability to select and use specific tools to test and diagnose a fault in the components of LED Light. • Dismantling and reassembling the LED strip. 	<p>A LED Light Repair Technician is responsible for checking the non-functional LED light in a systematic manner to find out the fault; dismantles it; repairs the fault and reassemble the light to make it functional.</p> <p>Hence Level 4</p>	4
Professional knowledge	<p>Factual and theoretical knowledge in broad contexts within a field of work or study.</p> <ul style="list-style-type: none"> • Knowledge of basic electronics, LED Lighting components, luminaires, their materials and the properties. • Safety procedures and precautions during repair 	<p>A LED Light Repair Technician should know basic electronics, LED Lighting components, luminaires, their materials and the properties, safety procedures and precautions during repair</p> <p>Hence Level 4</p>	4

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Title/Name of qualification/component: LED Light Repair Technician			Level: 4
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
Professional skill	<p>A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.</p> <ul style="list-style-type: none"> Communicate with customer, team and supervisor to understand the work requirement Analytical thinking and problem solving for troubleshooting using tools Repair/replacement of the faulty part and testing after repair 	<p>A LED Light Repair Technician should be able to thinking and repair/replacement of the faulty part and testing after repair Hence Level 4</p>	4
Core skill	<ul style="list-style-type: none"> Checks the non-functional LED light Dismantles, repairs the fault and reassemble the light to make it functional 	<p>A LED Light Repair Technician should be able to check the non-functional LED light in a systematic manner to find out the fault; dismantles it; repairs the fault and reassemble the light to make it functional. Hence Level 4</p>	4
Responsibility	<p>Responsibility of completing the work assigned and reporting the same as per standards.</p> <ul style="list-style-type: none"> Understand the job role and follow the organisational policy Record and report about the work status 	<p>A LED Light Repair Technician should record the issues and report about the same to supervisor and also update the status of the work as per organisations policy. Hence Level 4</p>	4

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Title/Name of qualification/component: LED Light Repair Technician			Level: 4
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none">• Follow safety regulations at work place• Work along with colleagues and supervisors		

SECTION 3

EVIDENCE OF NEED

26	What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?		
	Basis	In case of SSC	In case of other Awarding Bodies (Institutes under Central Ministries and states departments)
	<p>Need of the qualification The Indian electronics industry is one of the largest and fastest-growing industries in the world.</p> <p>The market growth of consumer electronics is expected to be at a CAGR of 6.5% over the forecast period (2017-24)</p> <p>Global consumer electronics market was valued at \$66,543 million in 2015, and is expected to reach \$93,069 million by 2022, growing at a CAGR of 5.1% from 2016 to 2022.</p>	<p>The SSC would undertake market study and would enclosed demand forecast for the proposed job role both on short-term and long-term basis to substantiate the requirement of the Qualification proposed. The SSC can produce the data from primary or authorized secondary sources as well.</p>	<p>The Submitting Body would produce any reputable and reliable research reports, such as labour market information reports; occupational mapping or similar research carried out by Ministry/State/Any other authentic source forecasting the demand for the proposed qualification</p>
<p>Industry Relevance We are in the process of taking industry validation.</p>	<p>The SSC would undertake validation of the job roles with actual end-user industry where such employment are</p>	<p>The Submitting Body would submit the list of industry participation while preparation of the curriculum/ course</p>	

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		<p>going to be generated and absorbed instead of generic validation of industry. The SSC would submit the endorsements from users/intended users of the qualification clearly supporting or otherwise the need for trained people against specific job role. <i>(The industry validation format to be used)</i></p>	<p>content of the qualifications. These could include minutes of the meeting/ reports of these consultations</p>
	<p>Usage of the qualification: This Qualification Pack will be used across consumer electronics industry which is organised as well as unorganised</p>	<p>The SSC would submit details of the employment generated (wherever applicable) and realised by virtue of training in the Qualifications of the sector earlier submitted for NSQF alignment.</p> <p>In case of unorganized sector, case studies or evidences may be given</p>	<p>The submitting body would submit the details of trained and placed data in the proposed qualification (if an existing qualification is being proposed for NSQF alignment)</p> <p>Information about the success of the qualification should be given (e.g. uptake figures, examples of use in recruitment and placement rates (if known) should be given. However, many of the bodies that do not have placement tracking mechanism established in place would provide necessary endorsements by the state/ ministry stating that a tracking mechanism would be institutionalized and placement records shall be provided annually or later,</p>

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			depending on length of qualification.
	<p>Estimated uptake</p> <p>The Indian consumer electronics market is driven by rapid growth of the automobile industry owing to various technologically advanced features implemented in vehicles.</p>	<p>The SSC would submit the estimated uptake of the qualification and What steps were carried out to test the likely uptake of the qualification? The basis of this estimate should include data about the number of jobs or places in courses of learning which will be available to people who are awarded the qualification.</p>	<p>The Submitting Body should submit the estimated uptake by reflecting the number of the takers for this qualification for at least two years from submission of the qualification</p>
27	<p>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences</p> <p>N/A</p>		
28	<p>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</p> <p>This is the first time that this Qualification is being made. The national qualification register as well as the Qualification Packs with NSDC have been checked.</p>		
29	<p>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here</p> <ul style="list-style-type: none"> • Agencies have been appointed by the SSC to interact with training providers to gather feedback in implementation. • Monitoring of results of assessments • Employer feedback will be sought post-placement • A formal review is scheduled in a year's time 		

SECTION 4
EVIDENCE OF PROGRESSION

30

What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?

Show the career map here to reflect the clear progression

1. Discussing the growth trajectory within each occupation after studying organisational charts of various industry players across small, medium and large scale organizations.
2. Exploring various lateral career opportunities for the discussed qualification
3. Ensuring that there is a clear role up in terms of performance criteria qualification experience and skill requirement from lower NSQF Level to higher levels in the hierarchy.

Please refer to attached career path as per annexure 1 which clearly defines the career path.

