

## Qualification Pack



# Electric Vehicle Maintenance Technician

QP Code: ASC/Q6809

Version: 3.0

NSQF Level: 3.5

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## Qualification Pack

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### ASC/Q6809: Electric Vehicle Maintenance Technician

#### Brief Job Description

The individual performs maintenance of the electric vehicle (EV).

#### Personal Attributes

The person should be patient, organised, team-oriented and have the ability to work for long hours in adverse conditions. They should be keen observers and have an eye for detail and quality.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [ASC/N9803: Organize work and resources \(Manufacturing\)](#)
2. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)
3. [ASC/N9805: Interpret engineering drawing](#)
4. [ASC/N6816: Perform maintenance of electric vehicle \(EV\)](#)

#### Qualification Pack (QP) Parameters

|                                      |                                 |
|--------------------------------------|---------------------------------|
| <b>Sector</b>                        | Automotive                      |
| <b>Sub-Sector</b>                    | Manufacturing                   |
| <b>Occupation</b>                    | Plant and Equipment Maintenance |
| <b>Country</b>                       | India                           |
| <b>NSQF Level</b>                    | 3.5                             |
| <b>Credits</b>                       | 14                              |
| <b>Aligned to NCO/ISCO/ISIC Code</b> | NCO-2015/3113.0102              |

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|   |  |
|---|--|
| <b>Minimum Educational Qualification &amp; Experience</b> | <p>8th grade pass with 2 years of NTC with 1 Year of experience<br/>OR<br/>8th grade pass with 3 Years of experience of relevant experience<br/>OR<br/>10th grade pass and pursuing continuous schooling<br/>OR<br/>11th grade pass<br/>OR<br/>Certificate-NSQF (Automotive Maintenance Technician-Electrical/Automotive Maintenance Technician-Mechanical Level 3) with 2 Years of experience</p> |
| <b>Minimum Level of Education for Training in School</b>  |  |
| <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>                                   | 03/05/2026   |
| <b>NSQC Approval Date</b>                                 | 03/05/2023   |
| <b>Version</b>  | 3.0  |
| <b>Reference code on NQR</b>                              | QG-3.5-AU-00539-2023-V1.1-ASDC   |
| <b>NQR Version</b>  | 1.1  |

## Qualification Pack

### ASC/N9803: Organize work and resources (Manufacturing)

#### Description

This NOS unit is about implementing safety, planning work, adopting sustainable practices for optimising use of resources

#### Scope

The scope covers the following :

- Maintain safe and secure working environment
- Health and hygiene
- Perform work as per quality standards
- Effective waste management practices
- Material/energy conservation practices

#### Elements and Performance Criteria

##### *Maintain safe and secure working environment*

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

- PC1.** identify hazardous activities and the possible causes of risks or accidents in the workplace
- PC2.** follow safe working practices while dealing with hazards to ensure safety of self and others
- PC3.** carry out routine check of the machine for identifying potential hazards
- PC4.** use appropriate protective clothing/equipment for specific tasks and work
- PC5.** follow safety hazards and preventive techniques during fire drill
- PC6.** report any identified breaches in health, safety and security policies and procedures to the designated person

##### *Health and hygiene*

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

- PC7.** ensure workstation and equipment are regularly clean and sanitized
- PC8.** clean hands with soap, alcohol-based sanitizer regularly
- PC9.** avoid contact with ill people and self-isolate in a similar situation
- PC10.** wear and dispose PPEs regularly and appropriately
- PC11.** report advanced hygiene and sanitation issues to appropriate authority
- PC12.** follow stress and anxiety management techniques

##### *Perform work as per quality standards*

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

- PC13.** ensure that work is accomplished as per the requirements within the specified timeline
- PC14.** ensure team goals are given preference over individual goals

##### *Effective waste management practices*

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

- PC15.** follow the fundamentals of 5S for waste management

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- PC16.** segregate waste into different categories
- PC17.** follow processes specified for disposal of hazardous waste
- PC18.** identify recyclable, non-recyclable and hazardous waste
- PC19.** dispose non-recyclable, recyclable and reusable waste appropriately at identified location

### *Material/energy conservation practices*

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

- PC20.** identify ways to optimize usage of material in various tasks/activities/processes
- PC21.** check for spills/leakages in various tasks/activities/processes
- PC22.** plug spills/leakages and escalate to appropriate authority if unable to rectify
- PC23.** check if the equipment/machine is functioning normally before commencing work and rectify wherever required
- PC24.** report malfunctioning (fumes/ sparks/emission/vibration/noise) and lapse in maintenance of equipment
- PC25.** ensure electrical equipment and appliances are properly connected and turned off when not in use

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisation procedures for health, safety and security, individual role and responsibilities in this context
- KU2.** the organisation's emergency procedures for different emergency situations and the importance of following the same
- KU3.** evacuation procedures for workers and visitors
- KU4.** how and when to report hazards as well as the limits of responsibility for dealing with hazards
- KU5.** potential hazards, risks and threats based on the nature of work
- KU6.** preventative and remedial actions to be taken in case of exposure to toxic material
- KU7.** various types of fire extinguisher
- KU8.** various types of safety signs and their meaning
- KU9.** appropriate first aid treatment relevant to different condition e.g. bleeding, minor burns, eye injuries etc.
- KU10.** relevant standards, procedures and policies related to 5S followed in the company
- KU11.** the various materials used and their storage norms
- KU12.** efficient utilisation of material and water
- KU13.** basics of electricity and prevalent energy efficient devices
- KU14.** common practices of conserving electricity
- KU15.** common sources and ways to minimize pollution
- KU16.** categorisation of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics
- KU17.** usage of different colors of dustbins

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**KU18.** waste management techniques

**KU19.** significance of greening

### Generic Skills (GS)

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

**GS1.** read safety instructions/guidelines

**GS2.** modify work practices to improve them

**GS3.** ask for clarifications from superior about the job requirement

**GS4.** work with supervisors/team members to carry out work related tasks

**GS5.** complete tasks efficiently and accurately within stipulated time

**GS6.** inform/report to concerned person in case of any problem

**GS7.** make timely decisions for efficient utilization of resources

**GS8.** write reports such as accident report, in at least English/regional language

**GS9.** be punctual and utilize time efficiently

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### Assessment Criteria

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Maintain safe and secure working environment</i>  | <b>11</b>    | <b>5</b>        | -             | <b>7</b>   |
| <b>PC1.</b> identify hazardous activities and the possible causes of risks or accidents in the workplace                   | 2            | 1               | -             | 2          |
| <b>PC2.</b> follow safe working practices while dealing with hazards to ensure safety of self and others                   | 2            | -               | -             | 1          |
| <b>PC3.</b> carry out routine check of the machine for identifying potential hazards                                       | 2            | 1               | -             | 1          |
| <b>PC4.</b> use appropriate protective clothing/equipment for specific tasks and work                                      | 2            | 1               | -             | 1          |
| <b>PC5.</b> follow safety hazards and preventive techniques during fire drill  | 2            | 1               | -             | 1          |
| <b>PC6.</b> report any identified breaches in health, safety and security policies and procedures to the designated person | 1            | 1               | -             | 1          |
| <i>Health and hygiene</i>  | <b>7</b>     | <b>5</b>        | -             | <b>2</b>   |
| <b>PC7.</b> ensure workstation and equipment are regularly clean and sanitized   | 2            | 2               | -             | 1          |
| <b>PC8.</b> clean hands with soap, alcohol-based sanitizer regularly   | 1            | 1               | -             | 1          |
| <b>PC9.</b> avoid contact with ill people and self-isolate in a similar situation  | 1            | -               | -             | -          |
| <b>PC10.</b> wear and dispose PPEs regularly and appropriately   | 1            | -               | -             | -          |
| <b>PC11.</b> report advanced hygiene and sanitation issues to appropriate authority  | 1            | 1               | -             | -          |
| <b>PC12.</b> follow stress and anxiety management techniques   | 1            | 1               | -             | -          |
| <i>Perform work as per quality standards</i>   | <b>5</b>     | <b>3</b>        | -             | <b>2</b>   |
| <b>PC13.</b> ensure that work is accomplished as per the requirements within the specified timeline                        | 2            | 2               | -             | 1          |

### Qualification Pack

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <b>PC14.</b> ensure team goals are given preference over individual goals  | 3            | 1               | -             | 1          |
| <i>Effective waste management practices</i>  | <b>15</b>    | <b>10</b>       | -             | <b>4</b>   |
| <b>PC15.</b> follow the fundamentals of 5S for waste management  | 3            | 2               | -             | 1          |
| <b>PC16.</b> segregate waste into different categories   | 2            | 1               | -             | -          |
| <b>PC17.</b> follow processes specified for disposal of hazardous waste  | 2            | 2               | -             | 1          |
| <b>PC18.</b> identify recyclable, non-recyclable and hazardous waste   | 4            | 2               | -             | 1          |
| <b>PC19.</b> dispose non-recyclable, recyclable and reusable waste appropriately at identified location                  | 4            | 3               | -             | 1          |
| <i>Material/energy conservation practices</i>  | <b>12</b>    | <b>7</b>        | -             | <b>5</b>   |
| <b>PC20.</b> identify ways to optimize usage of material in various tasks/activities/processes                           | 2            | 1               | -             | 1          |
| <b>PC21.</b> check for spills/leakages in various tasks/activities/processes   | 2            | 1               | -             | 1          |
| <b>PC22.</b> plug spills/leakages and escalate to appropriate authority if unable to rectify                             | 2            | 1               | -             | -          |
| <b>PC23.</b> check if the equipment/machine is functioning normally before commencing work and rectify wherever required | 2            | 2               | -             | 1          |
| <b>PC24.</b> report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment         | 2            | 1               | -             | 1          |
| <b>PC25.</b> ensure electrical equipment and appliances are properly connected and turned off when not in use            | 2            | 1               | -             | 1          |
| <b>NOS Total</b>   | <b>50</b>    | <b>30</b>       | -             | <b>20</b>  |

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### National Occupational Standards (NOS) Parameters

|                            |   |
|----------------------------|---|
| <b>NOS Code</b>            | ASC/N9803                                   |
| <b>NOS Name</b>            | Organize work and resources (Manufacturing) |
| <b>Sector</b>              | Automotive                                  |
| <b>Sub-Sector</b>          | Generic                                     |
| <b>Occupation</b>          | Generic                                     |
| <b>NSQF Level</b>          | 3   |
| <b>Credits</b>             | 1.5   |
| <b>Version</b>             | 3.0   |
| <b>Last Reviewed Date</b>  | 08/05/2025                                  |
| <b>Next Review Date</b>    | 08/05/2028                                  |
| <b>NSQF Clearance Date</b> | 08/05/2025                                  |

## 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:

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- 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.

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**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

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- 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                                    | -            | -               | -             | -          |

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| 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>       | -             | -          |

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### 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>  | 25/02/2026                      |
| <b>Next Review Date</b>    | 25/02/2029                      |
| <b>NSQC Clearance Date</b> | 25/02/2026                      |

## Qualification Pack

### ASC/N9805: Interpret engineering drawing

#### Description

This NOS unit is about reading and interpreting all concepts, symbols, methods, views, etc. of engineering drawing.

#### Scope

The scope covers the following :

- Interpret information from various views, projection, 2D and 3D shapes
- Identify drawing standards and symbols
- Modification and storage of drawing

#### Elements and Performance Criteria

##### *Interpret information from various views, projection, 2D and 3D shapes*

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

- PC1.** interpret engineering drawing's uniqueness, dimensions and important features in 2D and 3D shapes
- PC2.** identify the difference between 2D and 3D shapes
- PC3.** explain difference between first angle projection and third angle projection in mechanical engineering drawing
- PC4.** interpret all the 3 axes (x, y and z axis) and geometrical shapes (cones, cylinder, sphere, cuboid, etc) on to a 2D and 3D projection
- PC5.** identify details of the machine component which are not clearly visible by interpreting section views

##### *Identify drawing standards and symbols*

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

- PC6.** interpret Geometric Dimensioning and Tolerancing (GD&T) symbols in the drawings
- PC7.** interpret symbols of Radius, controlled radius, spherical radius, diameter, spherical diameter, square, counterbore, spotface, depth, countersink, "by", maximum dimension, minimum dimension, reference, dimension origin etc
- PC8.** identify the sequence of operations which enables the selection and prioritization of the datums
- PC9.** read and interpret information from Tolerance Zone boundaries for part features in terms of shape and size

##### *Modification and storage of drawing*

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

- PC10.** observe any modification, changes required in the drawing and communicate the same to the concerned team in the organization
- PC11.** store the drawings in an easily accessible place, avoiding damage from moisture, chemicals and fire

## Qualification Pack

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** relevant organisational standards such as work standard, Standard Operating Procedure, quality process, maintenance standards etc. followed in the company
- KU2.** importance of cycle-time and required output as per work order and work instructions
- KU3.** drawing standards used by the company
- KU4.** use of drawing tools such as scales, compass, types of pencils, CAD and CAM software etc.
- KU5.** the basics of engineering drawing, orthographic projection, isometric projection, GD&T etc.
- KU6.** importance of various projections, views, symbols and dimensions of drawing
- KU7.** use of geometric shapes like lines, angles, circles, etc for interpreting the drawing

### Generic Skills (GS)

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

- GS1.** read and interpret workplace related drawing
- GS2.** communicate the changes and requirements to supervisor by using relevant drawing terms and nomenclature
- GS3.** attentively listen and comprehend the information given by the supervisor/team members
- GS4.** write in English/regional language
- GS5.** recognise problem in drawing and take suitable action
- GS6.** analyse and apply the information gathered from observation, experience, reasoning or communication to act efficiently

## Qualification Pack

### Assessment Criteria

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Interpret information from various views, projection, 2D and 3D shapes</i>  | <b>21</b>    | <b>11</b>       | -             | <b>10</b>  |
| <b>PC1.</b> interpret engineering drawing's uniqueness, dimensions and important features in 2D and 3D shapes  | 5            | 3               | -             | 2          |
| <b>PC2.</b> identify the difference between 2D and 3D shapes   | 4            | 2               | -             | 2          |
| <b>PC3.</b> explain difference between first angle projection and third angle projection in mechanical engineering drawing   | 4            | -               | -             | 2          |
| <b>PC4.</b> interpret all the 3 axes (x, y and z axis) and geometrical shapes (cones, cylinder, sphere, cuboid, etc) on to a 2D and 3D projection  | 5            | 3               | -             | 2          |
| <b>PC5.</b> identify details of the machine component which are not clearly visible by interpreting section views  | 3            | 3               | -             | 2          |
| <i>Identify drawing standards and symbols</i>  | <b>23</b>    | <b>15</b>       | -             | <b>8</b>   |
| <b>PC6.</b> interpret Geometric Dimensioning and Tolerancing (GD&T) symbols in the drawings  | 6            | 4               | -             | 2          |
| <b>PC7.</b> interpret symbols of Radius, controlled radius, spherical radius, diameter, spherical diameter, square, counterbore, spotface, depth, countersink, "by", maximum dimension, minimum dimension, reference, dimension origin etc | 6            | 4               | -             | 2          |
| <b>PC8.</b> identify the sequence of operations which enables the selection and prioritization of the datums   | 5            | 3               | -             | 2          |
| <b>PC9.</b> read and interpret information from Tolerance Zone boundaries for part features in terms of shape and size   | 6            | 4               | -             | 2          |
| <i>Modification and storage of drawing</i>   | <b>6</b>     | <b>4</b>        | -             | <b>2</b>   |

### Qualification Pack

| Assessment Criteria for Outcomes  | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <b>PC10.</b> observe any modification, changes required in the drawing and communicate the same to the concerned team in the organization | 3            | 2               | -             | 1          |
| <b>PC11.</b> store the drawings in an easily accessible place, avoiding damage from moisture, chemicals and fire                          | 3            | 2               | -             | 1          |
| <b>NOS Total</b>  | <b>50</b>    | <b>30</b>       | -             | <b>20</b>  |

## Qualification Pack

### National Occupational Standards (NOS) Parameters

|                            |                               |
|----------------------------|-------------------------------|
| <b>NOS Code</b>            | ASC/N9805                     |
| <b>NOS Name</b>            | Interpret engineering drawing |
| <b>Sector</b>              | Automotive                    |
| <b>Sub-Sector</b>          | Generic                       |
| <b>Occupation</b>          | Generic                       |
| <b>NSQF Level</b>          | 4                             |
| <b>Credits</b>             | 1                             |
| <b>Version</b>             | 2.0                           |
| <b>Last Reviewed Date</b>  | 25/02/2026                    |
| <b>Next Review Date</b>    | 25/02/2029                    |
| <b>NSQC Clearance Date</b> | 25/02/2026                    |

## Qualification Pack

### ASC/N6816: Perform maintenance of electric vehicle (EV)

#### Description

This NOS unit is about carrying out operations during the preventive and breakdown maintenance of electric vehicle (EV) and documenting the operations carried out.

#### Scope

The scope covers the following :

- Plan for the maintenance activities
- Carrying out maintenance of the EV
- Conducting trials and documentation

#### Elements and Performance Criteria

##### *Plan for the maintenance activities*

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

- PC1.** identify the EV, its manufacturer's specifications and functioning from the user manual and vehicle drawings
- PC2.** interpret maintenance checklist and coordinate with the superior for confirming the maintenance tasks
- PC3.** read the maintenance schedule of EV and plan the time and schedule for conducting the maintenance
- PC4.** identify and arrange the tools, consumables and spare parts required during the task

##### *Carrying out maintenance of the EV*

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

- PC5.** follow safety practices during maintenance activities as per organisational SOP
- PC6.** perform basic health check-up of vehicle for defined performance parameters such as battery status, sensor calibration, actuators status, other electronic circuitry response etc. as specified in the maintenance checklist
- PC7.** dismantle the vehicle components and replace/change the electrical and electronic system spare parts and consumables of the vehicle as per the schedule
- PC8.** check the internal conditions of vehicle parts i.e. bearings, shafts, battery systems, motors, wiring harness and connectors, Electronic Control Unit (ECU), automatic lock system and other similar parts etc. to test its working status and expected conditions
- PC9.** conduct breakdown maintenance and check the systems of the vehicle to find out root cause of the problems like any leakage, short circuit in parts, breakage of wires and clamps, unusual contact of electrical wires with other parts etc. in the vehicle and discuss the same with senior if required
- PC10.** use electronic meters like Multimeter, Digital Storage Oscilloscope (DSO) and other software tools to identify any bugs in the vehicle system
- PC11.** record the readings of important parameters e.g. battery, other high voltage sections etc. with help of specialists/experts, as necessary

## Qualification Pack

- PC12.** take immediate/permanent corrective actions after discussing with senior and clean, change or repair the vehicle components as per requirement
- PC13.** use recommended consumables, tools and equipment for service and repair of the EV as per Standard Operating Procedures (SOP)
- PC14.** dispose off waste materials such as failed parts/aggregates, as per organisation's policies

### *Conducting trials and documentation*

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

- PC15.** assemble back all the components of the vehicle as per the drawing and prepare it for conducting the trials
- PC16.** fasten the components/subassemblies together by using specified screws, nuts and bolts
- PC17.** conduct trials of the vehicle and verify that specified parameters are attained with no abnormalities
- PC18.** change the maintenance due/status sticker on the vehicle
- PC19.** give suggestions to seniors for appropriate action based on findings during the breakdown maintenance to ensure that such breakdowns are not repeated
- PC20.** record all repairs carried out, time taken and unplanned tasks encountered during the maintenance activities
- PC21.** ensure that all maintenance points are adequately considered and report the superiors (manufacturing and maintenance department) about maintenance activity done on the vehicle

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's maintenance standards and processes
- KU2.** different types of EVs manufactured by the company
- KU3.** different components/aggregates as well as auto component manufacturer's specifications for the same
- KU4.** basic technology used in and functioning of various systems and components of the vehicle such as batteries, body management system, telematics, brake system, air-conditioning systems, active & passive safety system, media and other systems (including electrical machines and devices used in electric vehicles such as: generator, Direct Current (DC)/Electric Charge (AC) and DC/DC converters, AC motor, DC motor, charging systems etc.)
- KU5.** interconnection of systems with each other and effect of one system on other system
- KU6.** fundamental terms, laws and principles of electricity used in EV such as: principles of storing electrical voltage, ohms law, voltage, current (AC/DC/HV), resistance, power, capacitance, electrostatics, magnetic, inductance, discrete electronic components, radio frequency, automotive communication protocols such as CAN, LIN, etc.
- KU7.** symbols, units and terms used in wiring diagrams associated with electrical/electric systems/components of the vehicle
- KU8.** legal regulations that need to be taken into account for handling electric vehicles in the workshop
- KU9.** how to read maintenance schedules and checklists recommended by the manufacturer

## Qualification Pack

- KU10.** how to read vehicle layout or drawing and wiring diagrams to understand its structure
- KU11.** Standard Operating Procedures (SOP) recommended by OEM for using tools and equipment required
- KU12.** how to collect and store consumables, spare parts, tools, etc. as per organisational procedures
- KU13.** use of appropriate PPE, material handling equipment and tools for completing the maintenance tasks
- KU14.** corrective actions for common faults and failures in EV
- KU15.** documentation required regarding repair, maintenance and service performed

## Generic Skills (GS)

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

- GS1.** read and interpret drawings, work instructions, user manuals and process documents
- GS2.** communicate the maintenance activities requirements to the supervisor and co-workers
- GS3.** record operation and maintenance information related to equipment in English/regional language
- GS4.** recognise a workplace problem and take suitable action
- GS5.** analyse and apply the information gathered from observation, experience, reasoning or communication to act efficiently
- GS6.** plan and organise work as per the work requirements
- GS7.** complete the assigned tasks as per schedule

## Qualification Pack

### Assessment Criteria

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Plan for the maintenance activities</i>   | <b>6</b>     | <b>8</b>        | -             | <b>7</b>   |
| <b>PC1.</b> identify the EV, its manufacturer's specifications and functioning from the user manual and vehicle drawings   | 2            | 2               | -             | 1          |
| <b>PC2.</b> interpret maintenance checklist and coordinate with the superior for confirming the maintenance tasks  | 2            | 2               | -             | 2          |
| <b>PC3.</b> read the maintenance schedule of EV and plan the time and schedule for conducting the maintenance  | 2            | 2               | -             | 2          |
| <b>PC4.</b> identify and arrange the tools, consumables and spare parts required during the task   | -            | 2               | -             | 2          |
| <i>Carrying out maintenance of the EV</i>  | <b>9</b>     | <b>20</b>       | -             | <b>9</b>   |
| <b>PC5.</b> follow safety practices during maintenance activities as per organisational SOP  | -            | 2               | -             | 2          |
| <b>PC6.</b> perform basic health check-up of vehicle for defined performance parameters such as battery status, sensor calibration, actuators status, other electronic circuitry response etc. as specified in the maintenance checklist                                       | -            | 2               | -             | 2          |
| <b>PC7.</b> dismantle the vehicle components and replace/change the electrical and electronic system spare parts and consumables of the vehicle as per the schedule  | -            | 2               | -             | 1          |
| <b>PC8.</b> check the internal conditions of vehicle parts i.e. bearings, shafts, battery systems, motors, wiring harness and connectors, Electronic Control Unit (ECU), automatic lock system and other similar parts etc. to test its working status and expected conditions | 2            | 2               | -             | 2          |

## Qualification Pack

| Assessment Criteria for Outcomes  | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <b>PC9.</b> conduct breakdown maintenance and check the systems of the vehicle to find out root cause of the problems like any leakage, short circuit in parts, breakage of wires and clamps, unusual contact of electrical wires with other parts etc. in the vehicle and discuss the same with senior if required | -            | 2               | -             | -          |
| <b>PC10.</b> use electronic meters like Multimeter, Digital Storage Oscilloscope (DSO) and other software tools to identify any bugs in the vehicle system  | -            | 2               | -             | -          |
| <b>PC11.</b> record the readings of important parameters e.g. battery, other high voltage sections etc. with help of specialists/experts, as necessary  | 2            | 2               | -             | 2          |
| <b>PC12.</b> take immediate/permanent corrective actions after discussing with senior and clean, change or repair the vehicle components as per requirement   | 2            | 2               | -             | -          |
| <b>PC13.</b> use recommended consumables, tools and equipment for service and repair of the EV as per Standard Operating Procedures (SOP)   | 2            | 2               | -             | -          |
| <b>PC14.</b> dispose off waste materials such as failed parts/aggregates, as per organisation's policies  | 1            | 2               | -             | -          |
| <i>Conducting trials and documentation</i>  | <b>15</b>    | <b>22</b>       | -             | <b>4</b>   |
| <b>PC15.</b> assemble back all the components of the vehicle as per the drawing and prepare it for conducting the trials  | 1            | 2               | -             | -          |
| <b>PC16.</b> fasten the components/subassemblies together by using specified screws, nuts and bolts   | -            | 2               | -             | -          |
| <b>PC17.</b> conduct trials of the vehicle and verify that specified parameters are attained with no abnormalities  | 2            | 2               | -             | -          |
| <b>PC18.</b> change the maintenance due/status sticker on the vehicle   | 2            | 2               | -             | 2          |
| <b>PC19.</b> give suggestions to seniors for appropriate action based on findings during the breakdown maintenance to ensure that such breakdowns are not repeated  | 2            | 2               | -             | -          |

### Qualification Pack

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <b>PC20.</b> record all repairs carried out, time taken and unplanned tasks encountered during the maintenance activities  | 6            | 6               | -             | -          |
| <b>PC21.</b> ensure that all maintenance points are adequately considered and report the superiors (manufacturing and maintenance department) about maintenance activity done on the vehicle | 2            | 6               | -             | 2          |
| <b>NOS Total</b>   | <b>30</b>    | <b>50</b>       | <b>-</b>      | <b>20</b>  |

## Qualification Pack

### National Occupational Standards (NOS) Parameters

|                            |  |
|----------------------------|--|
| <b>NOS Code</b>            | ASC/N6816                                    |
| <b>NOS Name</b>            | Perform maintenance of electric vehicle (EV) |
| <b>Sector</b>              | Automotive                                   |
| <b>Sub-Sector</b>          | Manufacturing                                |
| <b>Occupation</b>          | Plant and Equipment Maintenance              |
| <b>NSQF Level</b>          | 3.5  |
| <b>Credits</b>             | 9.5  |
| <b>Version</b>             | 2.0  |
| <b>Last Reviewed Date</b>  | 03/05/2023                                   |
| <b>Next Review Date</b>    | 03/05/2026                                   |
| <b>NSQC Clearance Date</b> | 03/05/2023                                   |

## 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 the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the 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 the theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

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

## Qualification Pack

**(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  |
|--|--------------|-----------------|---------------|------------|-------------|------------|
| ASC/N9803.Organize work and resources (Manufacturing)  | 50           | 30              | -             | 20         | 100         | 10         |
| DGT/VSQ/N0102.Employability Skills (60 Hours)          | 20           | 30              | -             | -          | 50          | 5          |
| ASC/N9805.Interpret engineering drawing                | 50           | 30              | -             | 20         | 100         | 10         |
| ASC/N6816.Perform maintenance of electric vehicle (EV) | 30           | 50              | -             | 20         | 100         | 75         |
| <b>Total</b>   | <b>150</b>   | <b>140</b>      | <b>-</b>      | <b>60</b>  | <b>350</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>PPE</b>      | Personal Protective Equipment                   |
| <b>PwD</b>      | Person with Disability                          |
| <b>SOP</b>      | Standard Operating Practices                    |
| <b>GD&amp;T</b> | Geometric Dimensioning & Tolerancing            |
| <b>CAD</b>      | Computer-Aided Drafting                         |
| <b>CAM</b>      | Computer-Aided Manufacturing                    |
| <b>PPE</b>      | Personal Protective Equipment                   |
| <b>PwD</b>      | Person with Disability                          |
| <b>SOP</b>      | Standard Operating Practices                    |
| <b>SOP</b>      | Standard Operating Procedure                    |
| <b>GD&amp;T</b> | Geometric Dimensioning & Tolerancing            |
| <b>CAD</b>      | Computer-Aided Drafting                         |
| <b>CAM</b>      | Computer-Aided Manufacturing                    |
| <b>PPE</b>      | Personal Protective Equipment                   |
| <b>PwD</b>      | Person with Disability                          |
| <b>SOP</b>      | Standard Operating Practices                    |
| <b>SOP</b>      | Standard Operating Procedure                    |
| <b>GD&amp;T</b> | Geometric Dimensioning & Tolerancing            |
| <b>CAD</b>      | Computer-Aided Drafting                         |
| <b>CAM</b>      | Computer-Aided Manufacturing                    |

## Qualification Pack

|                 |                                      |
|-----------------|--------------------------------------|
| <b>PPE</b>      | Personal Protective Equipment        |
| <b>PwD</b>      | Person with Disability               |
| <b>SOP</b>      | Standard Operating Practices         |
| <b>SOP</b>      | Standard Operating Procedure         |
| <b>GD&amp;T</b> | Geometric Dimensioning & Tolerancing |
| <b>CAD</b>      | Computer-Aided Drafting              |
| <b>CAM</b>      | Computer-Aided Manufacturing         |

## 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.  |