



Model Curriculum

QP Name: IT Hardware Support Coordinator

QP Code: ELE/Q4701

QP Version: 4.0

NSQF Level: 4

Model Curriculum Version: 4.0

Electronics Sector Skills Council of India | 155, 2nd Floor, ESC House, Okhla Industrial Area- Phase 3, New Delhi- 110020

Table of Contents

Training Parameters.....	3
Program Overview	4
Training Outcomes.....	4
Compulsory Modules	4
Module 1: Process of managing computing and display systems	5
Module 2: Process of managing LMS.....	7
Module 3: Employability Skills (30 Hours)	8
Module 4: On-the-Job Training.....	9
Annexure.....	10
Trainer Requirements	10
Assessor Requirements.....	11
Assessment Strategy.....	12
References	14
Glossary.....	14
Acronyms and Abbreviations	15

Training Parameters

Sector	Electronics
Sub-Sector	Consumer Electronics & IT Hardware
Occupation	E-learning Management
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3512.0501
Minimum Educational Qualification and Experience	12th grade or equivalent 10th grade or equivalent with 3 year relevant experience Certificate-NSQF (Level-3 in relevant domain) with 3 Years of relevant Experience # Relevant Experience in Consumer IT Hardware
Pre-Requisite License or Training	NA
Minimum Job Entry Age	NA
Last Reviewed On	07/10/2025
Next Review Date	07/10/2028
NSQC Approval Date	07/10/2025
QP Version	4.0
Model Curriculum Creation Date	07/10/2025
Model Curriculum Valid Up to Date	07/10/2028
Model Curriculum Version	4.0
Minimum Duration of the Course	480 Hours
Maximum Duration of the Course	480 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills:

- Describe the process of managing computing and display systems.
- Describe the process of managing e-learning curriculum.
- Explain the importance of following inclusive practices for all genders and PwD at work.
- Demonstrate various practices to be followed to maintain health and safety at work.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Recommended)	On-the-Job Training Duration (Mandatory)	Total Duration
ELE/N4701: Manage computing and display systems	60:00	90:00	00:00	60:00	210:00
Module 1: Process of managing computing and display systems	60:00	90:00	00:00	60:00	210:00
ELE/N4702: Manage LMS	60:00	90:00	00:00	90:00	240:00
Module 2: Process of managing LMS	60:00	90:00	00:00	90:00	240:00
DGT/VSQ/N0101- Employability Skills (30 Hours)	30:00	00:00	00:00	00:00	30:00
Module 3: Employability Skills (30 Hours)	30:00	00:00	00:00	00:00	30:00
Total Duration	150:00	180:00	00:00	150:00	480:00

Module Details

Module 1: Process of managing computing and display systems

Mapped to ELE/N4701

Terminal Outcomes:

- Describe the process of identifying work requirement.
- Demonstrate the process of installing and operating e-learning equipment.
- Describe the process of maintaining e-learning hardware/software.
- Explain the need of coordinating with customer care centre/repair centre.

Duration: 60:00	Duration: 90:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
● Describe internal process system such as ERP followed in the school ● Explain products, features, purpose and functionalities of e-learning and learning tools. ● State school's e-learning modules and curriculum. ● Explain the basics of IT hardware equipment and maintenance. ● List e-learning related hardware equipment. ● Describe processes of installation and disassembling of learning related equipment ● Explain basic electronics of system hardware. ● Explain the functions of interactive white board and all touch features. ● List the relevant reference sheets, manuals and documents to be used at work ● Explain warranty and after sales support details on hardware equipment used in schools ● Explain how to operate computer, use internet, Microsoft package and other applications.	● Demonstrate how to analyse latest computing/display products and technology. ● Demonstrate the process of installing hardware at the correct place in the classrooms for enabling efficient teaching. ● Prepare sample records of operation manuals, identification details of equipment such as serial numbers, warranty details, repair complaint procedure during installation. ● Demonstrate operation of different equipment used in training delivery such as interactive white board, computer desktop or laptop, printer, projector, speakers, video camera, UPS, cabinet. ● Demonstrate the process of maintaining the equipment installed in classrooms to ensure there are no complaints related to equipment functioning. ● Show how to run antivirus and other relevant protective applications as scheduled. ● Show how to check for malfunction of software and hardware as scheduled or required ● Show how to update latest versions of related software and antivirus software installed. Demonstrate how to analyse the hardware related concerns raised by the school to troubleshoot them accordingly. ● Demonstrate how to diagnose the problem, if any, in the system accurately. ● Demonstrate the process of performing steps to register complaint with customer care while explaining the symptoms clearly and note reference number as well as turnaround time for

repairing.

Classroom Aids

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements

UPS, Cabinet, E-Learning Materials – Team Building Videos, Computer with Essential Accessories and Software

Module 2: Process of managing LMS

Mapped to ELE/N4702

Terminal Outcomes:

- Demonstrate the process of analysing different aspects of e-learning application.
- Describe the process of preparing content as per requirement.
- Describe the process of resolving content/application/hardware related queries.

Duration: 60:00	Duration: 90:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
● Understand the core components of an e-learning curriculum (learning objectives, content modules, assessments, learner pathways). ● Explain the instructional design models used in e-learning (e.g., ADDIE, SAM, Bloom's Taxonomy). ● Identify key roles and responsibilities in e-learning curriculum management (e.g., curriculum manager, SME, LMS administrator). ● Understand the alignment of e-learning content with organizational goals, accreditation standards, and learner needs. ● Explain the processes of curriculum mapping, content sequencing, and module integration. ● Describe the role of Learning Management Systems (LMS) in organizing and delivering e-learning content. ● Understand methods for content version control, curriculum updates, and lifecycle management. ● Recognize compliance requirements, copyright laws, and accessibility standards (e.g., SCORM, WCAG). ● Understand the importance of learner feedback, analytics, and data in curriculum evaluation. ● Identify common challenges in managing digital curricula and strategies to mitigate them.	● Demonstrate how to collect detailed information pertaining to e-learning application used by the school. ● Show how to analyse different training delivery methods available and the format of learning modules. ● Show how to evaluate the design of application w.r.t the various modules of learning curriculum, subjects, contents, chapters etc. ● Show how to create an outline of content from the syllabus for daily training. ● Demonstrate the process of performing steps to extract content from different chapters relevant for training. ● Prepare sample content for training such as in presentation mode etc. ● Demonstrate the use of computers to the teachers such as switching to different screens as required, usage of links, icons and understanding the operation of hardware equipment.
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
UPS, Cabinet, E-Learning Materials – Team Building Videos, Computer with Essential Accessories and Software	

Module 3: Employability Skills (30 Hours)

Mapped to DGT/VSQ/N0101

Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements
- Describe opportunities as an entrepreneur.
- Describe ways of preparing for apprenticeship & Jobs appropriately.

Duration: 30:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain constitutional values, civic rights, responsibility towards society to become a responsible citizen • Discuss 21st century skills • Explain use of basic English phrases and sentences. • Demonstrate how to communicate in a well-behaved manner • Demonstrate how to work with others • Demonstrate how to operate digital devices • Discuss the significance of Internet and Computer/ Laptops • Discuss the need for identifying business opportunities • Discuss about types of customers. • Discuss on creation of biodata • Discuss about apprenticeship and opportunities related to it.	
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Computer, UPS, Scanner, Computer Tables, LCD Projector, Computer Chairs, White Board OR Computer Lab	

Module 4: On-the-Job Training

Mapped to IT Support Coordinator

Mandatory Duration: 150:00	Recommended Duration: 00:00
Location: On Site	
Terminal Outcomes: 1. Analyse latest computing/display products and technology. 2. Installing hardware at the correct place in the classrooms for enabling efficient teaching. 3. Prepare sample records of operation manuals, identification details of equipment. 4. Maintaining the equipment installed in classrooms to ensure there are no complaints related to equipment functioning. 5. Analyse the hardware related concerns raised by the school to troubleshoot them accordingly. 6. Collect detailed information pertaining to e-learning application used by the school. 7. Analyse different training delivery methods available and the format of learning modules. 8. Prepare sample content for training such as in presentation mode etc. 9. Communicating effectively at the workplace. 10. Applying health and safety practices at the workplace.	

Annexur

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma/ ITI/ Certified in relevant CITS Trade	Electrical/ Electronics/ Mechanical	1	E- Learning Management	1	Electronics	

Trainer Certification	
Domain Certification	Platform Certification
"IT Support Coordinator", "ELE/Q4701, v4.0", Minimum accepted score is 80%	Recommended that the Trainer is certified for the IT Support Coordinator in "Trainer (VET and Skills)", mapped to the Qualification Pack: "MEP/Q2601, V2.0", with minimum score of 80%

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma/ ITI/ Certified in relevant CITS Trade	Electrical/ Electronics/ Mechanical	2	E- Learning Management	1	Electronics	

Assessor Certification	
Domain Certification	Platform Certification
“IT Support Coordinator”, “ELE/Q4701, v4.0”, Minimum accepted score is 80%	Recommended that the Assessor is certified for the IT support Coordinator “Assessor (VET and Skills)”, mapped to the Qualification Pack: “MEP/Q2701, V2.0”, with minimum score of 80%

Assessment Strategy

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDMS/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- The assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment

To ensure a conducive environment for conducting a test, the trainer will:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be 10 a.m. and 5 p.m. respectively
- Ensure there are 2 Assessors if the batch size is more than 30.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME verified by the other subject Matter Experts
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- The assessor must be ToA certified and the trainer must be ToT Certified
- The assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme-specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:

To verify the details submitted by the training centre, the assessor will undertake:

- A surprise visit to the assessment location
- A random audit of the batch
- A random audit of any candidate

6. Method for assessment documentation, archiving, and access

To protect the assessment papers and information, the assessor will ensure:

- Hard copies of the documents are stored

- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
- Soft copies of the documents & photographs of the assessment are stored on the Hard drive

References

Glossary

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

Acronyms and Abbreviations

Term	Description
ISO	International Organization for Standardization
NCO	National Occupational Standards
NOS	National Skills Qualification Committee
NSQF	National Skills Qualification Framework
OJT	On-the-Job Training
OMR	Optical Mark Recognition
PC	Performance Criteria
PwD	Persons with Disabilities
QP	Qualification Pack
SDMS	Skill Development & Management System
SIP	Skill India Portal
SME	Small and Medium Enterprises
SOP	Standard Operating Procedure
SSC	Sector Skill Council
TC	Trainer Certificate
ToA	Training of Assessors
ToT	Training of Trainers
TP	Training Provider