

## Qualification Pack



# Electrical Technician

QP Code: ELE/Q6301

Version: 3.0

NSQF Level: 3

Electronics Sector Skills Council of India || 155, 2nd Floor, ESC House Okhla Industrial Area-Phase 3  
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## Qualification Pack

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## Qualification Pack

### ELE/Q6301: Electrical Technician

#### Brief Job Description

The individual at work integrates modules and sub parts together that form the electronic system of the product.

#### Personal Attributes

The job requires the individual to be physically fit and work in high-decibel noise environment.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [ELE/N6301: Integrate electrical sub system](#)
2. [ELE/N9972: Communicate and coordinate effectively with others](#)
3. [ELE/N1003: Work effectively, sustainably and safely](#)
4. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Industrial Automation
<b>Occupation</b>	Assembly And Integration
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Credits</b>	14
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2004/8283.90
<b>Minimum Educational Qualification &amp; Experience</b>	10th grade pass OR 8th grade pass (plus 2 year NTC/ 2 year relevant experience)



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<b>Minimum Level of Education for Training in School</b>	8th Class
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	27/06/2025
<b>NSQC Approval Date</b>	27/01/2022
<b>Version</b>	3.0
<b>Reference code on NQR</b>	2022/EHW/ESSC/6656
<b>NQR Version</b>	1.0

### Remarks:

NA



## Qualification Pack

### ELE/N6301: Integrate electrical sub system

#### Description

This OS unit is about integrating all control boards and any other electronic components to obtain the entire electrical sub system of the product

#### Scope

The scope covers the following :

- Understand work requirements from the supervisor
- Assemble electrical and electronic sub system
- Report problems to supervisor
- Achieve productivity, quality and safety standards as per company's policy

#### Elements and Performance Criteria

##### *Understand work requirements from the supervisor*

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

- PC1.** communicate with the supervisor in order to understand the day's production requirement and plan work
- PC2.** apply approved drawings, job instructions or work manuals

##### *Assemble electrical and electronic sub system*

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

- PC3.** collect assembled pcbs from the assembly team
- PC4.** collect consumables such as wires and connectors need for the assembly process
- PC5.** collect the work manual/job instruction from the supervisor
- PC6.** visually inspect the boards and components received for any physical damage, any loose or wrong connections
- PC7.** record faults and pass the board on to the PCB assembly team for re-work
- PC8.** follow the standard operating procedure to assemble the electrical sub system
- PC9.** follow the standard operating procedure to assemble the electrical sub system
- PC10.** interpret accurately drawings, wiring and job specifications/instructions
- PC11.** ensure that the finished assembly meets specifications
- PC12.** coordinate with the PCB assembly team to ensure that production targets are met

##### *Report problems to supervisor*

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

- PC13.** underline any errors in previous step of the assembly process identified
- PC14.** report defective or inadequate number of components
- PC15.** report about inadequate quantity of consumables such as wires, connectors, screws, nuts, etc.
- PC16.** report any problems in the assembly line in time



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*Achieve productivity, quality and safety standards as per company's policy*

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

- PC17.** accomplish 100% target for number of products to be manufactured per day
- PC18.** achieve 100% of planned work as scheduled
- PC19.** achieve zero errors as per company's standards
- PC20.** achieve zero damage because of electrostatic discharge
- PC21.** maintain work area clean and organized
- PC22.** record any defects/inadequacies noted during the assembly process
- PC23.** maintain safety standards as per company policy
- PC24.** achieve clean work protocol

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's policies on: incentives, personnel management
- KU2.** company's code of conduct
- KU3.** importance of individual's role in the work flow
- KU4.** organisation culture
- KU5.** company's reporting structure
- KU6.** company's documentation policy
- KU7.** electro-mechanical assembly instructions
- KU8.** general principles of wiring and assembly
- KU9.** circuit design, block diagram of the product being assembled and functioning of its different modules
- KU10.** fundamentals of electricity such as Ohms law, difference between AC and DC, series and parallel connections
- KU11.** basic electronics of components such as diode, transformer, LED, photo transistor, capacitor, resistor, inductor, thermistor, ICs
- KU12.** how to read values of resistors, capacitors, diodes and integrated circuits with specific reference to colour coding, polarity, orientation, tolerance
- KU13.** specific safety precautions while working in an electronic assembly unit
- KU14.** ESD precautions
- KU15.** protective gear such as gloves, rubber base shoes
- KU16.** maintenance of tools used during the assembly process
- KU17.** frequently occurring errors in the assembly process, causes and preventive measure
- KU18.** how to communicate with PCB assembly operators in order to meet production deadlines
- KU19.** documents and procedures used in the during the assembly process
- KU20.** handling of different electrical and mechanical products

### Generic Skills (GS)



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

- GS1.** use computers for documenting
- GS2.** complete forms such as work orders, invoices, maintenance records
- GS3.** read warnings, instructions and other text material on product labels, components, etc.
- GS4.** read job sheets or work orders
- GS5.** receive and ask for clarifications from supervisor on the job requirement
- GS6.** follow standard operating procedures while making decisions
- GS7.** take approval from supervisor in case the decision has to be made for exceptions
- GS8.** supervisor and co-workers to achieve smooth workflow
- GS9.** superior and co-workers to share knowledge and learning
- GS10.** ensure quality standards and standard operating procedures are maintained
- GS11.** ensure that the finished assembly meets specifications
- GS12.** assemble together various control boards and other electronic components in order to obtain the electrical sub system
- GS13.** achieve the required quality and meet overall quality standards
- GS14.** interpret accurately drawings, wiring and job specifications/instructions
- GS15.** improve work processes
- GS16.** reduce repetition of errors

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understand work requirements from the supervisor</i>	5	5	-	-
<b>PC1.</b> communicate with the supervisor in order to understand the day's production requirement and plan work	3	3	-	-
<b>PC2.</b> apply approved drawings, job instructions or work manuals	2	2	-	-
<i>Assemble electrical and electronic sub system</i>	<b>15</b>	<b>20</b>	-	-
<b>PC3.</b> collect assembled pcbs from the assembly team	1	2	-	-
<b>PC4.</b> collect consumables such as wires and connectors need for the assembly process	1	2	-	-
<b>PC5.</b> collect the work manual/job instruction from the supervisor	1	2	-	-
<b>PC6.</b> visually inspect the boards and components received for any physical damage, any loose or wrong connections	1	2	-	-
<b>PC7.</b> record faults and pass the board on to the PCB assembly team for re-work	1	2	-	-
<b>PC8.</b> follow the standard operating procedure to assemble the electrical sub system	2	2	-	-
<b>PC9.</b> follow the standard operating procedure to assemble the electrical sub system	2	2	-	-
<b>PC10.</b> interpret accurately drawings, wiring and job specifications/instructions	2	2	-	-
<b>PC11.</b> ensure that the finished assembly meets specifications	2	2	-	-
<b>PC12.</b> coordinate with the PCB assembly team to ensure that production targets are met	2	2	-	-
<i>Report problems to supervisor</i>	5	10	-	-
<b>PC13.</b> underline any errors in previous step of the assembly process identified	2	2	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> report defective or inadequate number of components	1	3	-	-
<b>PC15.</b> report about inadequate quantity of consumables such as wires, connectors, screws, nuts, etc.	1	3	-	-
<b>PC16.</b> report any problems in the assembly line in time	1	2	-	-
<i>Achieve productivity, quality and safety standards as per company's policy</i>	<b>15</b>	<b>25</b>	-	-
<b>PC17.</b> accomplish 100% target for number of products to be manufactured per day	3	4	-	-
<b>PC18.</b> achieve 100% of planned work as scheduled	2	3	-	-
<b>PC19.</b> achieve zero errors as per company's standards	1	3	-	-
<b>PC20.</b> achieve zero damage because of electrostatic discharge	1	2	-	-
<b>PC21.</b> maintain work area clean and organized	1	3	-	-
<b>PC22.</b> record any defects/inadequacies noted during the assembly process	2	2	-	-
<b>PC23.</b> maintain safety standards as per company policy	3	2	-	-
<b>PC24.</b> achieve clean work protocol	2	6	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N6301
<b>NOS Name</b>	Integrate electrical sub system
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Industrial Automation
<b>Occupation</b>	Assembly & Integration
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	27/06/2025
<b>NSQC Clearance Date</b>	27/01/2022

## Qualification Pack

### ELE/N9972: Communicate and coordinate effectively with others

#### Description

This unit is about effective, respectful communication and coordination with supervisors and colleagues

#### Scope

The scope covers the following :

- Communicate effectively with supervisor and colleagues
- Respect gender and ability differences

#### Elements and Performance Criteria

##### *Communicate effectively with supervisor and colleagues*

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

- PC1.** communicate potential hazards of a particular location
- PC2.** comply with organisation's policies and procedures for working with colleagues
- PC3.** maintain personal hygiene and professional appearance
- PC4.** seek clarification on the information provided by supervisor, if needed
- PC5.** respect the personal and professional space of colleagues and superiors
- PC6.** report work completed as per the schedule to superior and inform of any deviations or anomalies
- PC7.** analyse and act on feedback received from supervisor

##### *Respect gender and ability differences*

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

- PC8.** work depicting proper behaviour towards all genders and people with disability
- PC9.** identify acts of discrimination and sexual harassment and report to concerned authorities

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of personal grooming
- KU2.** organisation's policy on code of conduct
- KU3.** organisation's reporting structure and documentation policy
- KU4.** how to communicate effectively through all means including face-to-face, telephonic as well as written
- KU5.** different types of information that colleagues might need and the importance of providing the same as and when required
- KU6.** rights and duties w.r.t PwD at workplace
- KU7.** organisation policies and standards to support PwD



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- KU8.** gender and disability based concepts or issues such as social and cultural bias, gender roles stereotypes, gender inequality and discrimination, especially for women and transgender
- KU9.** organisation grievance redressal mechanisms and related legislations
- KU10.** health and safety precautions for all individuals, including PwD at workplace

### Generic Skills (GS)

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

- GS1.** listen actively and carefully in all interactions
- GS2.** communicate politely under all circumstances
- GS3.** report potential areas of disruptions to work process in writing or in person
- GS4.** maintain positive and effective relationships with others
- GS5.** decide when to report to supervisor and when to deal with a colleague depending on the type of concern
- GS6.** receive and act on supervisor's feedback in a constructive manner
- GS7.** speak, listen, and write using gender-inclusive or gender-neutral terms and gestures
- GS8.** be aware and accountable of ones own gender identity and role, as well as beliefs and practices about disability

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Communicate effectively with supervisor and colleagues</i>	<b>27</b>	<b>51</b>	-	-
<b>PC1.</b> communicate potential hazards of a particular location	4	7	-	-
<b>PC2.</b> comply with organisation's policies and procedures for working with colleagues	4	7	-	-
<b>PC3.</b> maintain personal hygiene and professional appearance	4	7	-	-
<b>PC4.</b> seek clarification on the information provided by supervisor, if needed	4	8	-	-
<b>PC5.</b> respect the personal and professional space of colleagues and superiors	3	8	-	-
<b>PC6.</b> report work completed as per the schedule to superior and inform of any deviations or anomalies	4	7	-	-
<b>PC7.</b> analyse and act on feedback received from supervisor	4	7	-	-
<i>Respect gender and ability differences</i>	<b>8</b>	<b>14</b>	-	-
<b>PC8.</b> work depicting proper behaviour towards all genders and people with disability	4	7	-	-
<b>PC9.</b> identify acts of discrimination and sexual harassment and report to concerned authorities	4	7	-	-
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N9972
<b>NOS Name</b>	Communicate and coordinate effectively with others
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic - Organizational Behaviour
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	24/06/2025
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### ELE/N1003: Work effectively, sustainably and safely

#### Description

This unit is about following health and safety procedures, waste management procedures and resource management in order to achieve required productivity and quality.

#### Scope

The scope covers the following :

- Achieve optimum productivity and quality
- Implement health and safety procedures
- Organise waste management and recycling
- Conserve resources

#### Elements and Performance Criteria

##### *Achieve optimum productivity and quality*

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

- PC1.** keep immediate work area clean and tidy
- PC2.** work effectively to meet daily target
- PC3.** deliver work of expected quality despite constraints
- PC4.** ensure timely completion of tasks
- PC5.** comply with organization's policies and procedures

##### *Implement health and safety procedures*

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

- PC6.** take ESD precautions while doing work
- PC7.** avoid any damage in components due to negligence in ESD procedures
- PC8.** participate in fire drills or any other safety workshops organised by the organisation
- PC9.** use appropriate Personal Protective Equipment (PPE) as advised by the organisation

##### *Organise waste management and recycling*

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

- PC10.** identify and segregate recyclable/non-recyclable and hazardous wastes
- PC11.** dispose waste as per the suggested procedures by the organization
- PC12.** participate in waste management and waste disposal workshops organised at workplace

##### *Conserve resources*

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

- PC13.** use all resources judiciously
- PC14.** perform routine cleaning of tools, machines and equipment
- PC15.** report malfunctioning of machines and equipment
- PC16.** connect electrical equipment and appliances properly when in use and turn off when not in use



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### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of time management
- KU2.** organizational safety and health policy
- KU3.** different waste categories such as dry, wet, recyclable, non-recyclable and single use plastic items
- KU4.** usage of different colours of dustbins to dispose waste
- KU5.** cause and effect of greening of jobs
- KU6.** methods of waste disposal
- KU7.** methods of recycling as well as repairing and reusing electronic components
- KU8.** efficient utilisation of material and water
- KU9.** basics of electricity and prevalent energy efficient devices
- KU10.** ways to recognise common electrical problems
- KU11.** common practices of conserving electricity

### Generic Skills (GS)

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

- GS1.** read job cards/complaint registers for the work requirement
- GS2.** organise work and be punctual
- GS3.** read instructions, warnings, labels on equipment while doing work
- GS4.** escalate any health and safety issues to supervisors
- GS5.** report any inappropriate incidents/issues to the relevant person
- GS6.** write in local/English language and complete written work with attention to detail



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Achieve optimum productivity and quality</i>	<b>12</b>	<b>18</b>	-	-
<b>PC1.</b> keep immediate work area clean and tidy	2	4	-	-
<b>PC2.</b> work effectively to meet daily target	2	4	-	-
<b>PC3.</b> deliver work of expected quality despite constraints	2	3	-	-
<b>PC4.</b> ensure timely completion of tasks	3	4	-	-
<b>PC5.</b> comply with organization's policies and procedures	3	3	-	-
<i>Implement health and safety procedures</i>	<b>9</b>	<b>14</b>	-	-
<b>PC6.</b> take ESD precautions while doing work	2	4	-	-
<b>PC7.</b> avoid any damage in components due to negligence in ESD procedures	2	3	-	-
<b>PC8.</b> participate in fire drills or any other safety workshops organised by the organisation	2	3	-	-
<b>PC9.</b> use appropriate Personal Protective Equipment (PPE) as advised by the organisation	3	4	-	-
<i>Organise waste management and recycling</i>	<b>8</b>	<b>12</b>	-	-
<b>PC10.</b> identify and segregate recyclable/non-recyclable and hazardous wastes	3	4	-	-
<b>PC11.</b> dispose waste as per the suggested procedures by the organization	2	4	-	-
<b>PC12.</b> participate in waste management and waste disposal workshops organised at workplace	3	4	-	-
<i>Conserve resources</i>	<b>11</b>	<b>16</b>	-	-
<b>PC13.</b> use all resources judiciously	2	4	-	-
<b>PC14.</b> perform routine cleaning of tools, machines and equipment	3	4	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC15.</b> report malfunctioning of machines and equipment	3	4	-	-
<b>PC16.</b> connect electrical equipment and appliances properly when in use and turn off when not in use	3	4	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N1003
<b>NOS Name</b>	Work effectively, sustainably and safely
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic - Health Safety
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	17/11/2025
<b>NSQC Clearance Date</b>	17/11/2022



## Qualification Pack

### DGT/VSQ/N0101: Employability Skills (30 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
- 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.** understand the significance of employability skills in meeting the job requirements

##### *Constitutional values - Citizenship*

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

**PC2.** identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

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

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

**PC3.** explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

##### *Basic English Skills*

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

**PC4.** speak with others using some basic English phrases or sentences

##### *Communication Skills*

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

**PC5.** follow good manners while communicating with others

**PC6.** work with others in a team

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### *Diversity & Inclusion*

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

**PC7.** communicate and behave appropriately with all genders and PwD

**PC8.** report any issues related to sexual harassment

### *Financial and Legal Literacy*

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

**PC9.** use various financial products and services safely and securely

**PC10.** calculate income, expenses, savings etc.

**PC11.** approach the concerned authorities for any exploitation as per legal rights and laws

### *Essential Digital Skills*

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

**PC12.** operate digital devices and use its features and applications securely and safely

**PC13.** use internet and social media platforms securely and safely

### *Entrepreneurship*

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

**PC14.** identify and assess opportunities for potential business

**PC15.** identify sources for arranging money and associated financial and legal challenges

### *Customer Service*

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

**PC16.** identify different types of customers

**PC17.** identify customer needs and address them appropriately

**PC18.** follow appropriate hygiene and grooming standards

### *Getting ready for apprenticeship & Jobs*

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

**PC19.** create a basic biodata

**PC20.** search for suitable jobs and apply

**PC21.** identify and register apprenticeship opportunities as per requirement

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills

**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 basic spoken English language

**KU6.** Do and dont of effective communication

**KU7.** inclusivity and its importance

**KU8.** different types of disabilities and appropriate communication and behaviour towards PwD

**KU9.** different types of financial products and services



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- KU10.** how to compute income and expenses
- KU11.** importance of maintaining safety and security in financial transactions
- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

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

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection

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### 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> understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC2.</b> identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC3.</b> explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC4.</b> speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC5.</b> follow good manners while communicating with others	-	-	-	-
<b>PC6.</b> work with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC7.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC8.</b> report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use various financial products and services safely and securely	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. calculate income, expenses, savings etc.	-	-	-	-
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	<b>4</b>	<b>6</b>	-	-
PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	<b>3</b>	<b>5</b>	-	-
PC14. identify and assess opportunities for potential business	-	-	-	-
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	<b>2</b>	<b>2</b>	-	-
PC16. identify different types of customers	-	-	-	-
PC17. identify customer needs and address them appropriately	-	-	-	-
PC18. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>1</b>	<b>3</b>	-	-
PC19. create a basic biodata	-	-	-	-
PC20. search for suitable jobs and apply	-	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0101
<b>NOS Name</b>	Employability Skills (30 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	2
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	29/01/2026
<b>NSQC Clearance Date</b>	29/01/2021

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

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



## Qualification Pack

### Minimum Aggregate Passing % at QP Level : 50

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

### Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
ELE/N6301.Integrate electrical sub system	40	60	-	-	100	40
ELE/N9972.Communicate and coordinate effectively with others	35	65	-	-	100	25
ELE/N1003.Work effectively, sustainably and safely	40	60	-	-	100	25
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	0	0	50	10
<b>Total</b>	<b>135</b>	<b>215</b>	<b>0</b>	<b>0</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>NOS</b>	National Occupational Standard(s)
<b>NVQF</b>	National Vocational Qualifications Framework
<b>NSQF</b>	National Qualifications Framework
<b>NVEQF</b>	National Vocational Education Qualifications Framework
<b>QP</b>	Qualification pack

## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
<b>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.
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<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.

## Qualification Pack

<b>National Occupational Standard</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.
<b>Knowledge and Understanding (K)</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 (G)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today world. These skills are typically needed in any work environment in today 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 contribute 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.