



# Model Curriculum

**QP Name: Battery System Repair Technician**

**QP Code: ELE/Q7001**

**QP Version: 2.0**

**NSQF Level: 4**

**Model Curriculum Version: 2.0**

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## Training Parameters

<b>Sector</b>	Electronics
<b>Sub-Sector</b>	E-Mobility & Battery
<b>Occupation</b>	After Sale Support – EM&B
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/8212.0300
<b>Minimum Educational Qualification and Experience</b>	8th Grade Pass + NTC (2 years after 8th) +2 Year NAC/relevant Experience) OR 10th Grade pass + 2 Year NTC/NAC/ relevant experience OR Certificate-NSQF (Level-3 in EV/Electrical/Mechanical relevant Domain) with 2 Years of relevant Experience OR 12th Grade and 18 Years
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	30.12.2021
<b>Next Review Date</b>	30.12.2026
<b>NSQC Approval Date</b>	30.12.2021
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	30.12.2021
<b>Model Curriculum Valid Up to Date</b>	30.12.2026
<b>Model Curriculum Version</b>	2.0
<b>Maximum Duration of the Course</b>	450 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:

- State the role and responsibilities of a Battery System Repair Technician
- Explain the process of understanding issues with an Electric Vehicle through discussion with the customer
- Explain the process of determining the type of repair to be carried out i.e. front-end repair or technical-level repair
- Prepare sample documents to initiate repair and service of an Electric Vehicle
- Demonstrate the process of inspecting various components and connections of the Battery System to detect faults in component(s)
- Demonstrate the process of carrying out repair or service activity as per the agreed Service Level Agreement (SLA)
- Demonstrate the process of testing a Battery system against various performance parameters
- Explain the process of determining the cause of the problem if test results diverge from the specifications
- Demonstrate the use of correct techniques to rectify faults as per the SOP
- Explain the importance of following inclusive practices for all genders and PwD at work
- Demonstrate the use of relevant health and safety equipment 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 (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>16:00</b>	<b>14:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 1: Introduction and orientation to the role of a Battery System Repair Technician	16:00	14:00	00:00	00:00	30:00
<b>ELE/N7006 Identify service-related issues of the customer</b>	<b>10:00</b>	<b>20:00</b>	<b>30:00</b>	<b>00:00</b>	<b>60:00</b>
Module 2: Process of detecting the service-related issues	10:00	20:00	30:00	00:00	60:00
<b>ELE/N7002 Repair faulty parts in the Battery System</b>	<b>20:00</b>	<b>40:00</b>	<b>60:00</b>	<b>00:00</b>	<b>120:00</b>

Module 3: Repair of faulty parts	20:00	40:00	60:00	00:00	120:00
<b>ELE/N7001 Test the Battery System after service and repair</b>	<b>20:00</b>	<b>40:00</b>	<b>60:00</b>	<b>00:00</b>	<b>120:00</b>
Module 4: Testing the Battery System	20:00	40:00	60:00	00:00	120:00
<b>ELE/N9905 Work effectively at the workplace</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 5: Soft Skills and Work Ethics	15:00	15:00	00:00	00:00	30:00
<b>ELE/N1002 Apply health and safety practices at workplace</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 6: Basic Health and Safety Practice	15:00	15:00	00:00	00:00	30:00
<b>DGT/VSQ/N0102- Employability Skills (60 Hours)</b>	<b>24:00</b>	<b>36:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
Module 7: Employability Skills (60 Hours)	24:00	36:00	00:00	00:00	60:00
<b>Total Duration</b>	<b>120:00</b>	<b>180:00</b>	<b>150:00</b>	<b>00:00</b>	<b>450:00</b>

## Module Details

### Module 1: Introduction and orientation to the role of a Battery System Repair Technician

#### Terminal Outcomes:

- Describe the role and responsibilities of a Battery System Repair Technician.

<b>Duration: 16:00</b>	<b>Duration: 14:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe the size and scope of the Electronics industry and its sub-sectors</li> <li>Explain the functioning of an Electric Vehicle</li> <li>Explain the application and functions of the Battery system in an Electric vehicle</li> <li>State the role and responsibilities of a Battery System Repair Technician.</li> <li>Discuss various employment opportunities for a Battery System Repair Technician in the Electronics industry</li> <li>State the organisational policies on incentives, personnel management reporting structure, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of the Servo Motor and Controller</li> <li>Hands – on Assembly Practice</li> </ul>
<b>Classroom Aids</b>	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Process of detecting the service-related issues

### Mapped to ELE/N7006

#### Terminal Outcomes:

- Explain the process of discussing issues with the Electric Vehicle through with the customer
- Explain the process of determining the type of repair to be carried out i.e. front-end repair or technical-level repair
- Prepare sample documents to initiate the repair and service of an Electric Vehicle

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Describe the appropriate behaviour and etiquette to be followed during interaction with the customer</li> <li>• Explain various issues that may occur in the Battery System of an Electric Vehicle</li> <li>• Describe the process to diagnose the cause of any technical issues in an Electric Vehicle</li> <li>• Explain various types of repairing methods such as front-end repair and technical-level repair</li> <li>• Explain how to use an interactive system such as Enterprise Resource Planning (ERP) to place orders and manage stock</li> <li>• Explain the importance of carrying out service or repair after explaining the warranty policy/ coverage and the estimated cost to the customer</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of finding Battery System-related issues in the Electric Vehicle</li> <li>• Show how to evaluate the repair need i.e. front-end repair or technical-level repair</li> <li>• Prepare sample documents to initiate the repair and service procedure</li> <li>• Demonstrate the use of the relevant interactive system to manage stock</li> </ul>
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Various tools and equipment such as Soldering Station, Digital Multimeter, ESD Gloves, Line Tester, Power Supply, Precision Screw Driver, Screw Driver Set, Shear Cutters, Universal Crimp Tool, Wire Stripper, ESD Mat, Ac Power Source, Allen Key Set, Connecting Wire, Safety Helmet, Safety Shoes, Jigs, Fixture, Screw Guns, Torque Wrench etc., organizational documents.	

## Module 3: Repair of faulty parts

### Mapped to ELE/N7002

#### Terminal Outcomes:

- Demonstrate the process of inspecting various components and connections of the Battery System to detect faults
- Demonstrate the process of carrying out repair and service activities as per the agreed Service Level Agreement (SLA)

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Describe the basic principles governing Alternating Current (AC)/ Direct Current (DC) and electronic circuits</li> <li>• List the categories of a Battery System</li> <li>• Explain the application of difference Battery Systems</li> <li>• Explain the architecture of various types of Battery system</li> <li>• Explain the concept of cell balancing</li> <li>• Explain the functions of accessories such as charger, Integrated Circuit (IC), terminal, etc.</li> <li>• Describe the process of disassembling and assembling a Battery Pack</li> <li>• Explain the relevant troubleshooting methods for various types of Batteries</li> <li>• Describe the inspection techniques and various checks for the identification of faulty parts in a Battery Pack</li> <li>• Describe the process of replacing the faulty components in a Battery System</li> <li>• Explain the use of various tools for repairing of Battery system such as multimeter, soldering gun, etc.</li> <li>• Explain the importance of following safety and quality standards during the service and repairing process</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of examining the entire Battery system/ battery pack to detect faults</li> <li>• Demonstrate the process of testing the battery monitoring integrated circuit and passive cell balancing for the correct functioning</li> <li>• Show how to perform troubleshooting for common problems with ICs, MOSFAT, plugs and wiring of the devices</li> <li>• Demonstrate the process of repairing/ replacing the faulty components as per the SOP</li> <li>• Prepare a sample report for the service/repair activities carried out</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	

Various tools and equipment such as Soldering Station, Digital Multimeter, ESD Gloves, Line Tester, Power Supply, Precision Screw Driver, Screw Driver Set, Shear Cutters, Universal Crimp Tool, Wire Stripper, ESD Mat, Ac Power Source, Allen Key Set, Connecting Wire, Safety Helmet, Safety Shoes, Jigs, Fixture, Screw Guns, Torque Wrench etc., organizational documents.

## Module 4: Testing the Battery System

### Mapped to ELE/N7001

#### Terminal Outcomes:

- Demonstrate the process of testing the Battery system against various performance parameters
- Explain the process of detecting the cause of the problem if test results diverge from specifications
- Demonstrate the use of correct techniques to rectify faults as per the SOP

<b>Duration: 20:00</b>	<b>Duration: 40:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the globally accepted protocols for the testing of Battery systems</li> <li>• Explain the standard performance parameters for Battery cells, modules and Battery systems</li> <li>• Explain the use of various testing equipment such as hydrometer, multimeter, etc.</li> <li>• Explain the standard techniques for detecting faults/ malfunctions through various tests</li> <li>• Explain how to interpret the test results to find the root cause of the problem</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of testing battery cells, modules and systems against various performance parameters</li> <li>• Demonstrate the use of relevant techniques to rectify faults</li> <li>• Prepare a sample report in the agreed format for the repair and maintenance activities carried out</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Tools and various testing equipment such as Hydrometer, Multimeter, Power Supply, Wire Stripper, Ac Power Source, Allen Key Set etc. organizational documents.	

## Module 5: Soft Skills and Work Ethics

### Mapped to ELE/N9905

#### Terminal Outcomes:

- Work effectively at the workplace
- Implement the practices related to gender and PwD sensitization

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the importance of work ethics and workplace etiquette</li> <li>• State the importance of effective communication and interpersonal skills.</li> <li>• Explain ways to maintain discipline at the workplace.</li> <li>• Discuss the common reasons for interpersonal conflict and ways of managing them effectively.</li> <li>• Discuss the importance of following organisational guidelines for dress code, time schedules, language usage and other behavioural aspects.</li> <li>• Explain the importance of working as per the workflow of the organisation to receive instructions and report problems.</li> <li>• Explain the importance of conveying information/instructions as per defined protocols to the authorised persons/team members.</li> <li>• Explain the common workplace guidelines and legal requirements on non-disclosure and confidentiality of business-sensitive information.</li> <li>• Describe the process of reporting grievances and unethical conduct such as data breaches, sexual harassment at the workplace, etc.</li> <li>• Explain the concept and importance of gender sensitivity and equality.</li> <li>• Discuss ways to create sensitivity for different genders and Persons with Disabilities (PwD).</li> <li>• Discuss ways of dealing with</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a sample plan to achieve organisational goals and targets.</li> <li>• Create a sample feedback form to obtain feedback from customers, colleagues etc.</li> <li>• Roleplay to demonstrate the use of professional language and behaviour that is respectful of PwD and all genders.</li> <li>• Apply organisational protocol on data confidentiality and sharing only with the authorised personnel.</li> </ul>

heightened emotions of self and others.	
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations)	
<b>Tools, Equipment and Other Requirements</b>	
Sample of Escalation Matrix, Organization Structure.	

## Module 6: Basic Health and Safety Practice

### Mapped to ELE/N1002

#### Terminal Outcomes:

- Apply health and safety practices at the workplace.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss job-site hazards, risks and accidents.</li> <li>• Explain the organizational safety procedures for maintaining electrical safety, handling tools and hazardous materials.</li> <li>• Elaborate on electronic waste disposal procedures.</li> <li>• Describe the process of disposal of hazardous waste</li> <li>• List the name and location of concerned people, documents and equipment for maintaining health and safety in the workplace.</li> <li>• Describe how to interpret warning signs while accessing sensitive work areas.</li> <li>• Explain the importance of good housekeeping.</li> <li>• Describe the importance of maintaining appropriate postures while lifting heavy objects.</li> <li>• List the types of fire and fire extinguishers.</li> <li>• Explain the importance of efficient utilisation of water, electricity and other resources.</li> <li>• List the common sources of pollution and ways to minimize it.</li> <li>• Describe the concept of waste management and methods of disposing hazardous waste.</li> <li>• Explain various warning and safety signs.</li> <li>• Describe different ways of preventing accidents at the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the use of protective equipment suitable as per tasks and work conditions.</li> <li>• Prepare a report to inform the relevant authorities about any abnormal situation/behaviour of any equipment/system.</li> <li>• Administer first aid in case of a minor accident.</li> <li>• Demonstrate the steps to free a person from electrocution safely.</li> <li>• Administer Cardiopulmonary Resuscitation (CPR).</li> <li>• Demonstrate the application of defined emergency procedures such as raising alarm, safe/efficient, evacuation, moving injured people, etc.</li> <li>• Prepare a sample incident report.</li> <li>• Use a fire extinguisher in case of a fire incident.</li> <li>• Demonstrate the correct method of lifting and handling heavy objects.</li> </ul>

<b>Classroom Aids</b>
Training Kit (Trainer Guide, Presentations)
<b>Tools, Equipment and Other Requirements</b>
Personal Protection Equipment: Safety Glasses, Head Protection, Rubber Gloves, Safety Footwear, Warning Signs and Tapes, Fire Extinguisher, First Aid Kit, Fire Extinguishers And Warning Signs.

## Module 7: Employability Skills (60 Hours)

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

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

<b>Duration: 24:00</b>	<b>Duration: 36:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain constitutional values, civic rights, responsibility towards society to become a responsible citizen</li> <li>• Discuss 21<sup>st</sup> century skills</li> <li>• Explain use of basic English phrases and sentences.</li> <li>• Demonstrate how to communicate in a well-behaved manner</li> <li>• Demonstrate how to work with others</li> <li>• Demonstrate how to operate digital devices</li> <li>• Discuss the significance of Internet and Computer/ Laptops</li> <li>• Discuss the need for identifying business opportunities</li> <li>• Discuss about types of customers.</li> <li>• Discuss on creation of biodata</li> <li>• Discuss about apprenticeship and opportunities related to it.</li> </ul>	<ul style="list-style-type: none"> <li>• List different learning and employability related GOI and private portals and their usage</li> <li>• Show how to practice different environmentally sustainable practices.</li> <li>• Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, etc.</li> <li>• Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</li> <li>• Demonstrate how to communicate in a well-mannered way with others.</li> <li>• Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette</li> <li>• Utilize virtual collaboration tools to work effectively</li> <li>• Demonstrate how to maintain hygiene and dressing appropriately.</li> <li>• Perform a mock interview</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Computer, UPS, Scanner, Computer Tables, LCD Projector, Computer Chairs, White Board	
OR	
Computer Lab	

## Module 8: On-the-Job Training

### *Mapped to Battery System Repair Technician*

<b>Mandatory Duration: 150:00</b>	<b>Recommended Duration: 00:00</b>
<b>Location: On-Site</b>	
<p><b>Terminal Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Explain the operations of an Electric Vehicle</li> <li>2. Explain the application of battery, battery system and chargers in an Electric Vehicle</li> <li>3. Identify issues and the relevant repairing needs in the Battery system</li> <li>4. Inspect various components and connections of the Battery System to identify the defective component(s)</li> <li>5. Perform repair or service activity as per the Service Level Agreement (SLA)</li> <li>6. Test the Battery system against various performance parameters</li> <li>7. Use the appropriate techniques as per the SOP to rectify faults</li> <li>8. Interact and co-ordinate with the supervisor and colleagues</li> <li>9. Carry out assigned work as per the defined quality standards within the agreed time-limit</li> <li>10. Maintain a healthy, safe and secure working environment</li> </ol>	

# Annexure

## 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 / Electronic/ Mechanical	1	Battery System Repair Technician	1	Electronics	

Trainer Certification	
Domain Certification	Platform Certification
“Battery System Repair Technician”, “ELE/Q7001, v2.0”, Minimum accepted score is 80%	Recommended that the Trainer is certified for the <b>Battery System Repair Technician</b> “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 / Electronic/ Mechanical	2	Battery System Repair Technician	1	Electronics	

Assessor Certification	
Domain Certification	Platform Certification
“Battery System Repair Technician”, “ELE/Q7001, v2.0”, Minimum accepted score is 80%	Recommended that the Assessor is certified for the <b>Battery System Repair Technician</b> “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.
- 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 levels 1 to 3 are for the unskilled & semi-skilled individuals, and levels 4 and above are for the skilled, supervisor & higher management
- The assessor must be ToA certified & 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 in the Hard drive

# References

## Glossary

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

## Acronyms and Abbreviations

Term	Description
DC	Direct Current
EM&B	E-Mobility & Battery
IC	Integrated Circuit
ITI	Industrial Training Institute
MCU	Micro-Controller Unit
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
UL	Underwriter Laboratories
VTP	Vocational Training Provider