



# Model Curriculum

**QP Name: Multi Skill Technician (Home Appliances)**

**QP Code: ELE/Q3115**

**QP Version: 3.0**

**NSQF Level: 4**

**Model Curriculum Version: 3.0**

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# Training Parameters

|   |   |
|---|---|
| <b>Sector</b>   | Electronics   |
| <b>Sub-Sector</b>   | Consumer Electronics  |
| <b>Occupation</b>   | After Sales Service   |
| <b>Country</b>  | India   |
| <b>NSQF Level</b>   | 4   |
| <b>Aligned to NCO/ISCO/ISIC Code</b>                      | NCO-2015/7412.0202  |
| <b>Minimum Educational Qualification &amp; Experience</b> | <ol style="list-style-type: none"> <li>1. 12th (Science) grade pass or Equivalent with No experience required</li> <li>2. 10th grade pass with 2 years NTC/NAC/relevant experience</li> <li>3. 8th grade pass with 2 years NTC/NAC and 3 years relevant experience</li> <li>4. Certificate-NSQF (Level-3 in Maintenance Technician) with 3 years of relevant experience</li> </ol> <p>And</p> <p>18 Years</p> |
| <b>Pre-Requisite License or Training</b>                  | NA  |
| <b>Minimum Job Entry Age</b>                              | 18 Years  |
| <b>Last Reviewed On</b>                                   | 17.12.2024  |
| <b>Next Review Date</b>                                   | 17.12.2027  |
| <b>NSQC Approval Date</b>                                 | 17.12.2024  |
| <b>Version</b>  | 3.0   |
| <b>Model Curriculum Creation Date</b>                     | 17.12.2024  |
| <b>Model Curriculum Valid Up to Date</b>                  | 17.12.2027  |
| <b>Model Curriculum Version</b>                           | 3.0   |
| <b>Maximum Duration of the Course</b>                     | Min Hrs: 420 Hours, Max Hrs: 720 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.

#### Compulsory:

- Diagnose faults and repair home appliances such as LED lights, geyser and fans
- Perform steps of installation and repair of water purifier
- Diagnose faults and repair mixer/juicer/grinder
- Organize work and resources as per health and safety standards
- Implement effective ways of communication while being sensitive of gender and PwDs

### 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><i>ELE/N3147 – Customer Engagement and Service Delivery</i></b> | <b>21:00</b>    | <b>09:00</b>       | <b>30:00</b>                             | <b>00:00</b>                               | <b>60:00</b>   |
| <i>Module 1: Interact with customers</i>                           | 21:00           | 09:00              | 30:00                                    | 00:00                                      | 60:00          |
| <b><i>DGT/VSQ/N0102- Employability Skills (60 Hours)</i></b>       | <b>24:00</b>    | <b>36:00</b>       | <b>00:00</b>                             | <b>00:00</b>                               | <b>60:00</b>   |
| <i>Module 2: Employability Skills (60 Hours)</i>                   | 24:00           | 36:00              | 00:00                                    | 00:00                                      | 60:00          |
| <b>Total Duration</b>  | <b>45:00</b>    | <b>45:00</b>       | <b>30:00</b>                             | <b>00:00</b>                               | <b>120:00</b>  |

## Elective Modules (Trainee has to select at least 2 electives)

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

- Diagnose faults and repair home appliances such as LED lights, geyser and fans
- Perform steps of installation and repair of water purifier
- Diagnose faults and repair mixer/juicer/grinder
- Organize work and resources as per health and safety standards
- Implement effective ways of communication while being sensitive of gender and PwDs

### Elective: 1

| NOS and Module Details   | Theory Duration | Practical Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
|--|-----------------|--------------------|--|--|----------------|
| <b><i>ELE/N3148 – Repair of LED Lighting Systems</i></b>                   | <b>45:00</b>    | <b>60:00</b>       | <b>45:00</b>                             | <b>00:00</b>                               | <b>150:00</b>  |
| <i>Module 3: Prepare for diagnosing and repairing faults in LED lights</i> | 45:00           | 60:00              | 45:00                                    | 00:00                                      | 150:00         |
| <b>Total Duration</b>  | <b>45:00</b>    | <b>60:00</b>       | <b>45:00</b>                             | <b>00:00</b>                               | <b>150:00</b>  |

### Elective: 2

| NOS and Module Details   | Theory Duration | Practical Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
|--|-----------------|--------------------|--|--|----------------|
| <b><i>ELE/N3149 – Repair of Faults in Geysers and Fans</i></b>                   | <b>45:00</b>    | <b>60:00</b>       | <b>45:00</b>                             | <b>00:00</b>                               | <b>150:00</b>  |
| <i>Module 4: Prepare for diagnosing and repairing faults in geysers and fans</i> | 45:00           | 60:00              | 45:00                                    | 00:00                                      | 150:00         |
| <b>Total Duration</b>  | <b>45:00</b>    | <b>60:00</b>       | <b>45:00</b>                             | <b>00:00</b>                               | <b>150:00</b>  |

### Elective: 3

| NOS and Module Details  | Theory Duration | Practical Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
|---|-----------------|--------------------|--|--|----------------|
| <b><i>ELE/N3150 – Installation and Maintenance of Water Purifiers</i></b> | <b>45:00</b>    | <b>60:00</b>       | <b>45:00</b>                             | <b>00:00</b>                               | <b>150:00</b>  |
| <i>Module 5: Prepare for installing and repairing the water purifier</i>  | 45:00           | 60:00              | 45:00                                    | 00:00                                      | 150:00         |
| <b>Total Duration</b>   | <b>45:00</b>    | <b>60:00</b>       | <b>45:00</b>                             | <b>00:00</b>                               | <b>150:00</b>  |

### Elective: 4

| NOS and Module Details   | Theory Duration | Practical Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
|--|-----------------|--------------------|--|--|----------------|
| <b><i>ELE/N3151 – Repair of Juicer /Mixer/Grinder Malfunctions</i></b> | <b>45:00</b>    | <b>60:00</b>       | <b>45:00</b>                             | <b>00:00</b>                               | <b>150:00</b>  |
| <i>Module 6: Prepare for repairing the mixer/juicer/grinder</i>        | 45:00           | 60:00              | 45:00                                    | 00:00                                      | 150:00         |
| <b>Total Duration</b>  | <b>45:00</b>    | <b>60:00</b>       | <b>45:00</b>                             | <b>00:00</b>                               | <b>150:00</b>  |

# Module Details

## Module 1: Interact with Customers

### Mapped to ELE/N3147

#### Terminal Outcomes:

Communicate with the customers and understand their requirements for initiating relevant solutions

| <b>Duration: 21:00</b>  | <b>Duration: 09:00</b>   |
|---|--|
| <b>Theory – Key Learning Outcomes</b>   | <b>Practical – Key Learning Outcomes</b>   |
| <ul style="list-style-type: none"> <li>Describe the organizational hierarchy and process to collect work order/job sheet from the supervisor.</li> <li>List the important factors to consider while making a visit plan for the day</li> <li>Discuss the common problems in operating an appliance, its causes and solutions.</li> <li>Discuss the best practices to complete quality work on time and achieve customer satisfaction</li> </ul> | <ul style="list-style-type: none"> <li>Perform a role play on how to call and communicate with customer to understand their requirements</li> <li>Prepare a checklist of the tools &amp; equipment and documents to be carried to customer location</li> <li>Perform a visual inspection to check the warranty and problem of the appliance after confirming it with the consumer</li> <li>Prepare a sample reference sheet for enlisting causes and solutions of problems along with the applicable costs</li> <li>Perform the steps such as resistance, earthing, voltage check ,current check etc. to test the performance of the appliance after fixing it</li> <li>Prepare a sample invoice in an organizational format to collect payment from the customer</li> </ul> |
| <b>Classroom Aids:</b>  |  |
| Training kit (Trainer guide, Projector), pen, paper, duster, marker etc.  |  |
| <b>Tools, Equipment and Other Requirements</b>  |  |
| Sample warranty form  |  |

## Module 2: Employability Skills (60 Hours)

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements
- Describe opportunities as an entrepreneur.
- 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 3: Prepare for diagnosing and repairing faults in LED lights

### *Mapped to ELE/N3148*

#### Terminal Outcomes:

- Diagnose faults in LED light
- Repair faulty LED lights

|   |   |
|---|---|
| <b>Duration:</b> 45:00  | <b>Duration:</b> 60:00  |
| <b>Theory – Key Learning Outcomes</b>   | <b>Practical – Key Learning Outcomes</b>  |
| <ul style="list-style-type: none"> <li>• Explain the basic inspection process of LED light.</li> <li>• Discuss the common issues and faults that may occur in an LED light</li> <li>• Explain the process of comparing actual voltage with the desired voltage to find out the damaged section of supply using multimeter</li> <li>• State the importance of checking and replacing the damaged LED strips</li> <li>• List the parameters to check and ensure functioning of the LED lights</li> <li>• Describe the importance of following safety precautions while handling the appliances</li> </ul> | <ul style="list-style-type: none"> <li>• Perform the steps to solder wires and make connections of loose wires to make them functional</li> <li>• Perform the steps to check the LED light engine and repair/replace it with the DC supply, if found faulty</li> <li>• Demonstrate how to repair and replace the damaged component and ensure its functioning</li> <li>• Check the performance of LED light after repairing and re-assembling it</li> <li>• Demonstrate how to fix LED light at the required fixture and check its functioning again</li> </ul> |
| <b>Classroom Aids:</b>  |   |
| Training kit (Trainer guide, Projector), pen, paper, duster, marker etc.  |   |
| <b>Tools, Equipment and Other Requirements</b>  |   |
| Electronic device under test; electronic modules, circuits; relevant documents in the form of drawings, work manuals, wiring specifications; LED, multi meter, tester, LCR meter, power analyser, ICs and personal protective equipment (PPE).  |   |

## Module 4: Prepare for diagnosing and repairing faults in geyser and fans

### Mapped to ELE/N3149

#### Terminal Outcomes:

- Diagnose faults in geyser or fan
- Repair faulty geyser or fan

| <b>Duration: 0:00</b>  | <b>Duration: 30:00</b>  |
|--|---|
| <b>Theory – Key Learning Outcomes</b>  | <b>Practical – Key Learning Outcomes</b>  |
| <ul style="list-style-type: none"> <li>• State the importance of providing and ensuring correct voltage output and proper connectivity</li> <li>• Outline the organizational hierarchy to inform the supervisor about component non-availability, damage etc.</li> <li>• Discuss the guidelines of a service manual to be followed by a technician while testing</li> <li>• Highlight the best practices to be followed to clean the repair area</li> <li>• Explain the importance of team work and helping colleagues, if required</li> </ul> | <ul style="list-style-type: none"> <li>• Perform the steps of basic tests to check fundamental components of geyser and fan functioning</li> <li>• Demonstrate how to perform functional tests on geyser/fan components after disassembling it</li> <li>• Perform Troubleshooting procedure of minor external faults such as loose connections, improper mounting, etc.</li> <li>• Role play on how to operate the appliance and explain appliance functioning to the consumer</li> <li>• Prepare sample documents to close customer complaint and receive payment</li> </ul> |
| <b>Classroom Aids:</b>   |   |
| Training kit (Trainer guide, Projector), pen, paper, duster, marker etc.   |   |
| <b>Tools, Equipment and Other Requirements</b>   |   |
| Electronic device under test; electronic modules, circuits; relevant documents in the form of drawings, work manuals, wiring specifications; LED, multi meter, tester, LCR meter, power analyser, ICs and personal protective equipment (PPE).   |   |

## Module 5: Install new and repair dysfunctional water purifier

### Mapped to ELE/N3150

#### Terminal Outcomes:

- Perform pre-installation of water purifier.
- Install and check functionality of the water purifier.
- Diagnose faults and fix dysfunctional components.

| <b>Duration:</b> 20:00  | <b>Duration:</b> 60:00   |
|---|--|
| <b>Theory – Key Learning Outcomes</b>   | <b>Practical – Key Learning Outcomes</b>   |
| <ul style="list-style-type: none"> <li>• Describe the organizational work process to collect work order/job sheet from the supervisor.</li> <li>• Discuss the importance of placing necessary markings for purifier installation to avoid repeated visits at the customer place</li> <li>• State the procedure of opening and disposing purifier packaging and using appropriate tools and equipment</li> <li>• Describe the purifier maintenance issues and their solutions</li> <li>• State the importance of following safety and cleanliness precautions at the customer place</li> <li>• Explain the process of replacing or repairing the faulty component in a water purifier</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate ways of effective communication to interact with the customer about installation and fault</li> <li>• Check the structural requirements to decide an appropriate location for water purifier location</li> <li>• Devise ways to find out the pre-installation and water pressure requirements at the customer location</li> <li>• Perform the steps to install the water purifier as per the installation manual</li> <li>• Operate the water purifier to test its functioning and demonstrate its utility</li> <li>• Perform the steps of purifier fault identification, if any</li> </ul> |
| <b>Classroom Aids:</b>  |  |
| Training kit (Trainer guide, Projector), pen, paper, duster, marker etc.  |  |
| <b>Tools, Equipment and Other Requirements</b>  |  |
| Water purifier, repair tools, spare parts of water purifier, flow diagrams  |  |

## Module 6: Prepare for repairing the mixer/juicer/grinder

### Mapped to ELE/N3151

#### Terminal Outcomes:

- Diagnose faults and repair/replace dysfunctional parts.
- Test appliance functionality after job completion.

|   |  |
|---|--|
| <b>Duration:</b> 30:00  | <b>Duration:</b> 30:00   |
| <b>Theory – Key Learning Outcomes</b>   | <b>Practical – Key Learning Outcomes</b>   |
| <ul style="list-style-type: none"> <li>• State the organizational procedure of initial inspection of faulty mixer/juicer/grinder.</li> <li>• List the reasons and conditions due to which faulty module needs to be sent to factory</li> <li>• Discuss some best and ideal cleaning practices to maintain the equipment in best condition</li> <li>• State the procedure of completing documentation procedure and closing the complaint</li> </ul> | <ul style="list-style-type: none"> <li>• Operate different models of mixers and grinders as per the requirement</li> <li>• Perform basic tests for power supply, voltage and earthing of wires</li> <li>• Demonstrate how to replace faulty module/component at the customer site</li> <li>• Demonstrate the functionality of fixed equipment to check its operationing</li> </ul> |
| <b>Classroom Aids:</b>  |  |
| Training kit (Trainer guide, Projector), pen, paper, duster, marker etc.  |  |
| <b>Tools, Equipment and Other Requirements</b>  |  |
| Mixer, grinder, juicer, repair tools, sample customer feedback form,  |  |

## Module 7: On-the-Job Training

### Mapped to Multi-Skill Technician (Home Appliances)

|  |                                    |
|--|------------------------------------|
| <b>Mandatory Duration:</b> 150:00  | <b>Recommended Duration:</b> 00:00 |
| <b>Location: On Site</b>   |                                    |
| <b>Terminal Outcomes</b>   |                                    |
| <ol style="list-style-type: none"><li>1. Explain the fundamental concepts of electronics and electronics components</li><li>2. Demonstrate the correct way to interact with a customer at their location</li><li>3. Perform the diagnosing and repairing of faults in LED lights</li><li>4. Demonstrate the testing, diagnosing faults and repairing of home appliances such as geyser or fan</li><li>5. Illustrate the installation and repair process of dysfunctional water purifier</li><li>6. Test the functioning of mixer/juicer/grinder after repairing the faults</li><li>7. Interact and coordinate with supervisor and colleagues</li><li>8. Work as per the given timeline and quality standards</li><li>9. Maintain a safe, healthy and secure work environment</li><li>10. Develop a business plan and resolve the common issues</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 course | Electronics/Electrical/ Mechanical | 1                            | Electrical Technician | 1                   | Electronics    |         |

| Trainer Certification  |  |
|--|--|
| Domain Certification   | Platform Certification   |
| “Multi Skill Technician (Home Appliances)”, “ELE/Q3115, v3.0”, Minimum accepted score is 80% | Recommended that the Trainer is certified for the <b>Multi Skill Technician (Home Appliances)</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 course | Electronics/Electrical/ Mechanical | 2                            | Electrical Technician | 1                              | Electronics    |         |

| Assessor Certification  |  |
|---|--|
| Domain Certification  | Platform Certification   |
| “Multi Skill Technician (Home Appliances)”, “ELE/Q3115,v3.0”, Minimum accepted score is 80% | Recommended that the Assessor is certified for the <b>Multi Skill Technician (Home Appliances)</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
- 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 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 & trainer must be ToT Certified
- 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                             |
|------|---|
| 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            |