



# Model Curriculum

**QP Name: PCB Assembly Operator**

**QP Code: ELE/Q7804**

**QP Version: 3.0**

**NSQF Level: 4**

**Model Curriculum Version: 3.0**

Electronics Sector Skills Council of India || 155, 2nd Floor, ESC House, Okhla Industrial Area -  
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# Training Parameters

<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Consumer Electronics & IT Hardware
<b>Occupation</b>	Manufacturing
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/8212.0400
<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 Maintenance Technician) with 2 Years of relevant Experience OR 12th Class and 18 Years
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	27/01/2022
<b>Next Review Date</b>	27/06/2025
<b>NSQC Approval Date</b>	27/01/2022
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	27/01/2022
<b>Model Curriculum Valid Up to Date</b>	27/06/2025
<b>Model Curriculum Version</b>	3.0
<b>Maximum Duration of the Course</b>	600 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:

- Demonstrate the process of assembling Printed Circuit Board (PCB).
- Explain the importance of following inclusive practices for all genders and PwD at work.
- Demonstrate various practices to be followed to maintain health and safety at work.

### Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Recommended)	On-the-Job Training Duration (Mandatory)	Total Duration
<b>Bridge Module</b>	<b>06:00</b>	<b>24:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 1: Introduction and orientation to the role of a PCB Assembly Operator	06:00	24:00	00:00	00:00	30:00
<b>ELE/N7812: Assemble Printed Circuit Board (PCB)</b>	<b>120:00</b>	<b>180:00</b>	<b>00:00</b>	<b>150:00</b>	<b>450:00</b>
Module 2: Process of assembling printed circuit board (PCB)	120:00	180:00	00:00	150:00	450:00
<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 3: Soft Skills and Work Ethics	15:00	15:00	00:00	00:00	30:00
<b>ELE/N1002 Apply health and safety practices 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 4: 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 5: Employability Skills (60 Hours)	24:00	36:00	00:00	00:00	60:00
<b>Total Duration</b>	<b>180:00</b>	<b>270:00</b>	<b>00:00</b>	<b>150:00</b>	<b>600:00</b>

# Module Details

## Module 1: Introduction and orientation to the role of a PCB Assembly Operator

### Bridge Module

#### Terminal Outcomes:

- Discuss the job role of a PCB Assembly operator.

<b>Duration: 06:00</b>	<b>Duration: 24:00</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 electronic industry and its sub-sectors.</li> <li>• Discuss the role and responsibilities of a PCB Assembly Operator.</li> <li>• Describe various employment opportunities for a PCB Assembly Operator.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of type of PCB like single layer, double layer and multi layer</li> <li>• Familiarization with the Assembly procedures</li> <li>• Hands on practice on soldering and de soldering the components</li> <li>• Knowledge of SMT Machines</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 assembling printed circuit board (PCB)

### Mapped to ELE/N7812

#### Terminal Outcomes:

- Describe all the prerequisites to printed circuit board assembly.
- Describe the process of assembling PCB.

Duration: 120:00	Duration: 180:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• State the work flow involved in assembly process of the company and one's role in the work flow.</li> <li>• Explain how to use hand tools such as lead forming tools, cutter, cutting machine, soldering station, etc.</li> <li>• Explain component stocking policy.</li> <li>• Explain basic electronics, component identification and characteristics of the components such as resistor, capacitor, ICs.</li> <li>• Describe various assembly processes such as thru-hole technology (THT), surface mount technology (SMT), and mixed technology.</li> <li>• List color codes and polarity of components.</li> <li>• State various safety and quality standards followed in the organisation.</li> <li>• Describe comparison between ROHS &amp; Non-RoHS compliant solder.</li> <li>• Explain the basics of soldering such as handling the soldering iron, iron temperature, etc. and types of soldering such as dry and cold solder.</li> <li>• State the regulation of operating speed and temperature as well as soldering shortcomings such as solder short and dry solder.</li> <li>• Explain different types of errors identified during functional test and methods to rectify the same.</li> <li>• Explain company's reporting structure, delivery standards and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to inspect the board and components for any errors and get them rectified/replaced accordingly.</li> <li>• Demonstrate how to mount the board on a holder or pallet to insert/install components appropriately.</li> <li>• Demonstrate the process of inserting components into designated plated through-holes (PTH) as per the design.</li> <li>• Demonstrate the process of performing inspection and rectification of component placement errors, if any.</li> <li>• Show how to solder the components onto circuit board using the soldering station as per standard operating procedures (SOP).</li> <li>• Demonstrate the use of magnifying glass to analyse the assembled board for any missing components, wrong value components, dry soldering etc.</li> <li>• Demonstrate the process of conducting functional test of PCB assembly to identify soldering related errors.</li> <li>• Prepare sample documents of the quantity and type of components assembled as well as software used for the purpose.</li> </ul>

personnel management and Intellectual Property Rights (IPR).	
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Bare Pcb's, Electronic Components Such as Resistor, Capacitor, Ics, Wiring Diagrams, Soldering Tools And Equipment, Solder, Flux, Soldering Iron, Magnifying Glass, Hand Tools Such As Lead Forming Tools, Cutter, Cutting Machine, Soldering Station, Testing Equipment, Anti-Static Gear	

## Module 3: 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.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<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> </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>



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| <ul style="list-style-type: none"><li>• Discuss ways of dealing with heightened emotions of self and others.</li></ul> |  |
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<b>Classroom Aids</b>
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Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop
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<b>Tools, Equipment and Other Requirements</b>
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Sample Of Escalation Matrix, Organization Structure.
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## Module 4: Basic Health and Safety Practice

### Mapped to ELE/N1002

#### Terminal Outcomes:

- Apply health and safety practices at the workplace.

<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>• 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>

### Classroom Aids

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

### Tools, Equipment and Other Requirements

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 5: 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.

Duration: 24:00	Duration: 36:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<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>
Classroom Aids	

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

**Tools, Equipment and Other Requirements**

Computer, UPS, Scanner, Computer Tables, LCD Projector, Computer Chairs, White Board

OR

Computer Lab

## Module 6: On-the-Job Training

### Mapped to PCB Assembly Operator

<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 basic electronics, component identification and characteristics of the components such as resistor, capacitor, ICs.</li> <li>2. Explain various assembly processes such as thru-hole technology (THT), surface mount technology (SMT), and mixed technology.</li> <li>3. Explain the basics of soldering such as handling the soldering iron, iron temperature, etc. and types of soldering such as dry and cold solder.</li> <li>4. Mount the board on a holder or pallet to insert/install components appropriately.</li> <li>5. Insert components into designated plated through-holes (PTH) as per the design.</li> <li>6. Solder the components onto circuit board using the soldering station as per standard operating procedures (SOP).</li> <li>7. Use magnifying glass to analyse the assembled board for any missing components, wrong value components, dry soldering etc.</li> <li>8. Use professional language and behaviour that is respectful of PwD and all genders.</li> <li>9. Administer first aid in case of a minor accident.</li> <li>10. Use fire extinguisher in case of a fire incident.</li> </ol>	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma/ITI/CITS certified in the relevant trade	Electronics/Electrical/Mechanical	1	PCB Assembly Operations	1	Electronics	

Trainer Certification	
Domain Certification	Platform Certification
<p><b>“PCB Assembly Operator”, “ELE/Q7804, v3.0”,</b> Minimum accepted score is 80%</p>	<p>Recommended that the Trainer is certified for the <b>PCB Assembly Operator “Trainer (VET and Skills)”</b>, mapped to the Qualification Pack: <b>“MEP/Q2601, V2.0”</b>, with minimum score of 80%</p>

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma/ITI/ Certified in the relevant CITS Trade	Electronics/Electrical/ Mechanical	2	PCB Assembly Operations	1	Electronics	

Assessor Certification	
Domain Certification	Platform Certification
<p>“PCB Assembly Operator”, “ELE/Q7804, v3.0”, Minimum accepted score is 80%</p>	<p>Recommended that the Assessor is certified for the PCB Assembly Operator “Assessor (VET and Skills)”, mapped to the Qualification Pack: “MEP/Q2701, V2.0”, with minimum score of 80%</p>

## Assessment Strategy

### 1. Assessment System Overview:

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

### 2. Testing Environment

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

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

### 3. Assessment Quality Assurance levels / Framework:

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

### 4. Types of evidence or evidence-gathering protocol:

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

### 5. Method of verification or validation:

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

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

### 6. Method for assessment documentation, archiving, and access

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

- Hard copies of the documents are stored



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

# References

## Glossary

Term	Description
<b>Declarative knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on 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>	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
ISO	International Organization for Standardization
NCO	National Occupational Standards
NOS	National Skills Qualification Committee
NSQF	National Skills Qualification Framework
OJT	On-the-Job Training
OMR	Optical Mark Recognition
PC	Performance Criteria
PwD	Persons with Disabilities
QP	Qualification Pack
SDMS	Skill Development & Management System
SIP	Skill India Portal
SME	Small and Medium Enterprises
SOP	Standard Operating Procedure
SSC	Sector Skill Council
TC	Trainer Certificate
ToA	Training of Assessors
ToT	Training of Trainers
TP	Training Provider