



PCB Assembly Operator

QP Code: ELE/Q7804

Version: 3.0

NSQF Level: 4

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Qualification Pack

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ELE/Q7804: PCB Assembly Operator

Brief Job Description

PCB assembly operator is responsible for manually placing different types of components on the PCB as per the design requirements and then soldering them.

Personal Attributes

The individual on this job must have good communication and interpersonal skills in addition to being a team player. He should pay attention to details, have good eyesight, and ability to work for long hours (generally in a sitting position).

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [ELE/N7812: Assemble Printed Circuit Board \(PCB\)](#)
2. [ELE/N9905: Work effectively at the workplace](#)
3. [ELE/N1002: Apply health and safety practices at the workplace](#)
4. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Electronics
Sub-Sector	Consumer Electronics & IT Hardware
Occupation	Manufacturing
Country	India
NSQF Level	4
Credits	20
Aligned to NCO/ISCO/ISIC Code	NCO-2004/NIL



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Minimum Educational Qualification & Experience	8th grade pass with 2 years of NTC (plus 2 year of NAC/relevant experience) OR 10th grade pass (plus 2 year of NTC/NAC/relevant experience) OR 12th Class OR Certificate-NSQF (level 3 in Maintenance Technician) with 2 Years of experience
Minimum Level of Education for Training in School	8th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	27/06/2025
NSQC Approval Date	27/01/2022
Version	3.0
Reference code on NQR	2022/EHW/ESSC/06671
NQR Version	1.0

Remarks:

NA



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ELE/N7812: Assemble Printed Circuit Board (PCB)

Description

This NOS is about inserting the components on the printed circuit board (PCB) manually and soldering them to form functional assembly.

Scope

The scope covers the following :

- This unit/task covers the following:
- Prerequisites to printed circuit board assembly
- Assemble PCB

Elements and Performance Criteria

Prerequisites to printed circuit board assembly

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

- PC1.** identify daily work requirements, including PCB design specifications, from supervisor
- PC2.** arrange the required tools for assembly of PCB such as wire cutter, pliers, soldering iron etc.
- PC3.** collect PCB board, electronic components and module software as per the requirement
- PC4.** inspect the board and components for any errors and get them rectified/replaced accordingly

Assemble PCB

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

- PC5.** mount the board on a holder or pallet to insert/install components appropriately
- PC6.** select the appropriate process to assemble the PCB
- PC7.** insert components into designated plated through-holes (PTH) as per the design
- PC8.** perform inspection and rectification of component placement errors, if any
- PC9.** inspect the soldering station before commencing soldering work so as to resolve related problems, if any
- PC10.** solder the components onto circuit board using the soldering station as per standard operating procedures (SOP)
- PC11.** analyse the assembled board with the help of magnifying glass for any missing components, wrong value components, dry soldering etc.
- PC12.** conduct functional test of PCB assembly to identify soldering related errors
- PC13.** rework to rectify soldering errors or any other identified error to make it pass through functional test
- PC14.** maintain documentation of the quantity and type of components assembled as well as software used for the purpose
- PC15.** deliver the assembled board to device assembly team on time

Knowledge and Understanding (KU)



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The individual on the job needs to know and understand:

- KU1.** work flow involved in assembly process of the company and one's role in the work flow
- KU2.** detailed profile of clients
- KU3.** how to use hand tools such as lead forming tools, cutter, cutting machine, soldering station, etc.
- KU4.** component stocking policy
- KU5.** basic electronics, component identification and characteristics of the components such as resistor, capacitor, ICs
- KU6.** assembly processes such as thru-hole technology (THT), surface mount technology (SMT), and mixed technology
- KU7.** color codes and polarity of components
- KU8.** electro-static discharge (ESD) precautions
- KU9.** safety and quality standards followed in the organisation
- KU10.** comparison between ROHS & Non-RoHS compliant solder
- KU11.** basics of soldering such as handling the soldering iron, iron temperature, etc. and types of soldering such as dry and cold solder
- KU12.** regulation of operating speed and temperature as well as soldering shortcomings such as solder short and dry solder
- KU13.** different types of errors that occur during functional test and methods to rectify the same
- KU14.** company's reporting structure, delivery standards and personnel management and Intellectual Property Rights (IPR)

Generic Skills (GS)

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

- GS1.** read job sheet and PCB assembly design/drawing
- GS2.** communicate with the supervisor to understand work requirements
- GS3.** improve work processes to reduce repetitive errors
- GS4.** determine when to seek supervisor's advice during assembly process
- GS5.** maintain logs and records
- GS6.** interact with colleagues to deliver assembled PCB to next work process

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prerequisites to printed circuit board assembly</i>	12	8	-	1
PC1. identify daily work requirements, including PCB design specifications, from supervisor	4	-	-	-
PC2. arrange the required tools for assembly of PCB such as wire cutter, pliers, soldering iron etc.	3	3	-	-
PC3. collect PCB board, electronic components and module software as per the requirement	3	-	-	-
PC4. inspect the board and components for any errors and get them rectified/replaced accordingly	2	5	-	1
<i>Assemble PCB</i>	28	42	-	9
PC5. mount the board on a holder or pallet to insert/install components appropriately	2	4	-	1
PC6. select the appropriate process to assemble the PCB	3	2	-	-
PC7. insert components into designated plated through-holes (PTH) as per the design	3	5	-	1
PC8. perform inspection and rectification of component placement errors, if any	3	5	-	1
PC9. inspect the soldering station before commencing soldering work so as to resolve related problems, if any	3	5	-	1
PC10. solder the components onto circuit board using the soldering station as per standard operating procedures (SOP)	3	5	-	1
PC11. analyse the assembled board with the help of magnifying glass for any missing components, wrong value components, dry soldering etc.	2	5	-	1
PC12. conduct functional test of PCB assembly to identify soldering related errors	3	5	-	1



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. rework to rectify soldering errors or any other identified error to make it pass through functional test	2	3	-	1
PC14. maintain documentation of the quantity and type of components assembled as well as software used for the purpose	2	3	-	1
PC15. deliver the assembled board to device assembly team on time	2	-	-	-
NOS Total	40	50	-	10



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National Occupational Standards (NOS) Parameters

NOS Code	ELE/N7812
NOS Name	Assemble Printed Circuit Board (PCB)
Sector	Electronics
Sub-Sector	Consumer Electronics & IT Hardware
Occupation	Manufacturing
NSQF Level	4
Credits	TBD
Version	2.0
Last Reviewed Date	27/01/2022
Next Review Date	27/06/2025
NSQC Clearance Date	27/01/2022

Qualification Pack

ELE/N9905: Work effectively at the workplace

Description

This unit is about the communicating and managing work effectively at the workplace as well as taking measures to enhance own competence and working in a disciplined and ethical manner.

Scope

The scope covers the following :

- Communicate effectively at the workplace
- Work effectively
- Maintain and enhance professional competence
- Work in a disciplined and ethical manner
- Uphold social diversity at the workplace

Elements and Performance Criteria

Communicate effectively at the workplace

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

- PC1.** exchange information and instruction with colleagues, and seek clarifications and feedback as necessary
- PC2.** assist colleagues where required
- PC3.** follow business communication etiquette in all interactions and communicative formats (online, digital, and in-person)
- PC4.** document and share all relevant information with stakeholders in agreed formats and as per agreed timelines

Work effectively

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

- PC5.** identify and obtain clarity regarding organisational, team and own goals and targets
- PC6.** prioritise and plan work in order to achieve goals and targets
- PC7.** monitor own and team performance as per agreed plan
- PC8.** complete duties accurately, systematically and within required timeframes
- PC9.** express emotions appropriately at the workplace and manage own response to heightened emotions
- PC10.** maintain orderliness and cleanliness in the work area

Maintain and enhance professional competence

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

- PC11.** identify own strengths and weaknesses in relation to goals and targets
- PC12.** adapt self, service, or product to meet success criteria
- PC13.** seek and select opportunities for continuous professional development
- PC14.** formulate a professional development plan to enhance capabilities

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- PC15.** build or contribute to the organizational knowledge base of cases, clients, issues, solutions, and innovations
- PC16.** examine developments and trends in field of work and their potential impact on work
- PC17.** take feedback from peers, supervisors and clients to improve own performance and practices

Work in a disciplined and ethical manner

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

- PC18.** perform tasks as per workplace standards, organisational policies and legislative requirements
- PC19.** display appropriate professional appearance at the workplace and adhere to the organisational dress code
- PC20.** demonstrate responsible and disciplined behaviour at the workplace such as punctuality; completing tasks as per given time and standards; demonstrating professional behaviour at all times, adopting environment- friendly practices, etc.
- PC21.** identify the cause of conflict and options for resolution with peers or escalate grievances and problems to appropriate authority as per procedure for conflict resolution
- PC22.** protect the rights of the client and organisation when delivering services
- PC23.** ensure services are delivered equally to all clients regardless of personal and cultural beliefs
- PC24.** operate within an agreed ethical code of practice and report unethical conduct to the appropriate authorities
- PC25.** follow organisational guidelines and legal requirements on disclosure and confidentiality

Uphold social diversity at the workplace

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

- PC26.** recognize and evaluate biased practices against underrepresented groups like women and persons with disabilities, in workplace systems and processes
- PC27.** identify and report discrimination and harassment based on gender, disability, or cultural difference at the workplace
- PC28.** use inclusive or neutral language and gestures in all interactions
- PC29.** respect the personal and professional space of others
- PC30.** access grievance redressal mechanisms as per legislations

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisation's policies on dress code, workplace timings, workplace behaviour, performance management, incentives, delivery standards, information security, etc.
- KU2.** organizational hierarchy and escalation matrix
- KU3.** importance of the individual's role in the workflow
- KU4.** organisational norms on health, safety and sustainability
- KU5.** work area inspection procedures and practices
- KU6.** professional etiquette and grooming



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- KU7.** communication etiquette across communicative mediums (online, digital, and in-person) including strategies/methods for sharing information, documentation, and providing and receiving feedback
- KU8.** importance of self-evaluations and developing a continuous learning and professional development plan
- KU9.** developments and trends impacting professional practice
- KU10.** importance of taking and using feedback from colleagues and clients to identify and introduce improvements in work performance
- KU11.** professional ethics and workplace norms on reporting and/or penalizing unethical behaviour and practices.
- KU12.** guidelines and legal requirements on disclosure, confidentiality, and conflicts of interest
- KU13.** strategies for collaboration with colleagues and clients.
- KU14.** professional responses and strategies against inappropriate language or behaviour toward self and others
- KU15.** Implicit bias (based on gender, disability, class, caste, colour, race, culture, religion, etc.) and its consequences in the workplace
- KU16.** organizational guidelines, prevalent legislations and accessibility norms and processes to support PwDs at the workplace
- KU17.** strategies for time, effort and resource allocation towards the goals.
- KU18.** basic concepts of work productivity including waste reduction, efficient material usage and optimization of time

Generic Skills (GS)

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

- GS1.** complete documentation and forms such as work orders, invoices maintenance records activity logs, attendance sheets as per organizational format in English and/or local language
- GS2.** write basic accident or incident report accurately in an appropriate format
- GS3.** read warnings, instructions and other text material on product labels, components, etc. and relevant signages, warnings, labels or descriptions on equipment, etc. while carrying out work activities
- GS4.** convey and share technical information clearly using appropriate language
- GS5.** clarify task-related information
- GS6.** liaise with authorities and supervisors as per organizational protocol
- GS7.** listen, speak, and write in an inclusive, respectful manner in line with organizational protocol
- GS8.** seek clarification from immediate supervisor or responsible authority or exercise most appropriate solutions to safety breaches at work
- GS9.** report to the supervisor and when to deal with a colleague depending on the type of concern
- GS10.** deliver product to next work process on time
- GS11.** improve work process and report potential areas of delays and disruptions
- GS12.** communicate problems appropriately to others
- GS13.** identify symptoms of the fault to the cause of the problem and resolve, otherwise seek assistance and support from other sources to solve the problem



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- GS14.** anticipate and avoid hazards that may occur during repairs because of tools, materials used or repair processes
- GS15.** complete tasks efficiently and accurately within stipulated time
- GS16.** appreciate and respect social diversity in all professional settings
- GS17.** develop awareness and accountability for perspectives on gender, disabilities, and socio-cultural issues leading to discrimination, bias, or harassment at the workplace
- GS18.** maintain positive and effective relationships with colleagues and customers

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Communicate effectively at the workplace</i>	5	13	-	-
PC1. exchange information and instruction with colleagues, and seek clarifications and feedback as necessary	1	3	-	-
PC2. assist colleagues where required	1	3	-	-
PC3. follow business communication etiquette in all interactions and communicative formats (online, digital, and in-person)	1	4	-	-
PC4. document and share all relevant information with stakeholders in agreed formats and as per agreed timelines	2	3	-	-
<i>Work effectively</i>	6	13	-	-
PC5. identify and obtain clarity regarding organisational, team and own goals and targets	1	2	-	-
PC6. prioritise and plan work in order to achieve goals and targets	1	2	-	-
PC7. monitor own and team performance as per agreed plan	1	2	-	-
PC8. complete duties accurately, systematically and within required timeframes	1	2	-	-
PC9. express emotions appropriately at the workplace and manage own response to heightened emotions	1	2	-	-
PC10. maintain orderliness and cleanliness in the work area	1	3	-	-
<i>Maintain and enhance professional competence</i>	8	7	-	-
PC11. identify own strengths and weaknesses in relation to goals and targets	1	1	-	-
PC12. adapt self, service, or product to meet success criteria	1	1	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. seek and select opportunities for continuous professional development	1	1	-	-
PC14. formulate a professional development plan to enhance capabilities	2	1	-	-
PC15. build or contribute to the organizational knowledge base of cases, clients, issues, solutions, and innovations	1	1	-	-
PC16. examine developments and trends in field of work and their potential impact on work	1	1	-	-
PC17. take feedback from peers, supervisors and clients to improve own performance and practices	1	1	-	-
<i>Work in a disciplined and ethical manner</i>	11	16	-	-
PC18. perform tasks as per workplace standards, organisational policies and legislative requirements	2	2	-	-
PC19. display appropriate professional appearance at the workplace and adhere to the organisational dress code	1	2	-	-
PC20. demonstrate responsible and disciplined behaviour at the workplace such as punctuality; completing tasks as per given time and standards; demonstrating professional behaviour at all times, adopting environment- friendly practices, etc.	1	2	-	-
PC21. identify the cause of conflict and options for resolution with peers or escalate grievances and problems to appropriate authority as per procedure for conflict resolution	2	2	-	-
PC22. protect the rights of the client and organisation when delivering services	1	2	-	-
PC23. ensure services are delivered equally to all clients regardless of personal and cultural beliefs	1	2	-	-
PC24. operate within an agreed ethical code of practice and report unethical conduct to the appropriate authorities	2	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC25. follow organisational guidelines and legal requirements on disclosure and confidentiality	1	2	-	-
<i>Uphold social diversity at the workplace</i>	10	11	-	-
PC26. recognize and evaluate biased practices against underrepresented groups like women and persons with disabilities, in workplace systems and processes	2	2	-	-
PC27. identify and report discrimination and harassment based on gender, disability, or cultural difference at the workplace	2	2	-	-
PC28. use inclusive or neutral language and gestures in all interactions	2	2	-	-
PC29. respect the personal and professional space of others	2	2	-	-
PC30. access grievance redressal mechanisms as per legislations	2	3	-	-
NOS Total	40	60	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	ELE/N9905
NOS Name	Work effectively at the workplace
Sector	Electronics
Sub-Sector	Generic
Occupation	Generic - Organizational Behaviour
NSQF Level	4
Credits	TBD
Version	2.0
Last Reviewed Date	24/02/2022
Next Review Date	30/12/2026
NSQF Clearance Date	30/12/2021

Qualification Pack

ELE/N1002: Apply health and safety practices at the workplace

Description

This OS unit is about knowledge and practices relating to health, safety and security that candidates need to use in the workplace.

Scope

The scope covers the following :

- Deal with workplace hazards
- Apply fire safety practices
- Follow emergencies, rescue and first-aid procedures
- Effective waste management/recycling practices

Elements and Performance Criteria

Deal with workplace hazards

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

- PC1.** identify job-site hazards and possible causes of accident in the workplace
- PC2.** perform work complying to organizational safe working practices and observing hazard signs displayed on containers, equipment and in various work areas such as inside buildings, in open areas and public spaces, etc.
- PC3.** use appropriate personal protective equipment (PPE) for specific tasks and work conditions, contaminant (concentration w.r.t air) requirements and severity of hazard while conforming to the Indian/International standards
- PC4.** follow standard safety procedures while handling tool/ ,equipment, hazardous substances and while working in hazardous environments
- PC5.** dispose electronic waste (such as toxins; metals such as lead, cadmium, barium; flame retardant plastics, welding slag etc.) as per industry approved techniques
- PC6.** avoid damage of components due to negligence in electrostatic discharge (ESD) procedures
- PC7.** locate general health and safety equipment in the workplace such as fire extinguishers; first aid equipment; safety instruments, clothing and installations (fire exits, exhaust fans)
- PC8.** maintain appropriate posture while handling heavy objects
- PC9.** apply good housekeeping practices at all times

Apply fire safety practices

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

- PC10.** take preventive measures to prevent fire hazards
- PC11.**
 - use appropriate fire extinguishers for different types of fires
 - Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no l
- PC12.** exhibit rescue and first-aid techniques in case of fire or electrocution

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Follow emergencies, rescue and first-aid procedures

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

- PC13.** administer appropriate first aid to victims in case of bleeding, burns, choking, electric shock, poisoning etc.
- PC14.** administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock,
- PC15.** participate regularly in emergency procedures such as raising alarm, safe/efficient, evacuation, correct means of taking shelter and escaping, correct assembly point, roll call, correct return to work
- PC16.** use correct method to move injured people and others during an emergency

Effective waste management/recycling practices

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

- PC17.** identify recyclable and non-recyclable, and hazardous waste generated
- PC18.** segregate waste into different categories
- PC19.** ensure disposal of non-recyclable waste appropriately
- PC20.** deposit non-recyclable and reusable material at identified location
- PC21.** follow processes specified for disposal of hazardous waste

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of working in clean and safe work environment following safety practices and procedures
- KU2.** health and safety roles and responsibilities of relevant personnel within and outside the organisation
- KU3.** key internal and external sources of health and safety information
- KU4.** basic knowledge of electronic devices and related health risks
- KU5.** meaning of hazards and risks
- KU6.** various types of health and safety hazards commonly present in the work environment such as physical hazards, electrical hazards, chemical hazards, fire hazards, equipment related hazards, health hazards, etc.
- KU7.** methods of accident prevention
- KU8.** importance of using protective clothing/equipment while working
- KU9.** general principles for identifying and controlling health and safety risks
- KU10.** main hazards and preventive as well as control measures while working with different types of equipment
- KU11.** importance of carrying out electrical and non-electrical isolation to prevent hazards from loss of machine/system/process control
- KU12.** main hazards and preventive as well as control measures when working with electrical systems or using electrical equipment
- KU13.** forms and classifications of hazardous substances
- KU14.** safe working practices while working at various hazardous sites
- KU15.** prevention and control measures to reduce risks from exposure to hazardous substances

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- KU16.** health effects associated with exposure to noise and vibration and the appropriate control measures
- KU17.** precautionary activities to prevent the fire accident
- KU18.** various causes of fire such as heating of metal, spontaneous ignition, sparking, electrical eating, loose fires (smoking, welding, etc.) chemical fires etc.
- KU19.** techniques of using the different fire extinguishers
- KU20.** different methods and material to extinguish fires
- KU21.** different materials used for extinguishing fire such as sand, water, foam, CO₂, dry powder
- KU22.** rescue techniques used during a fire hazard
- KU23.** various types of safety signs and their meaning
- KU24.** basic first aid treatment relevant to the common work place injuries e.g. shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries
- KU25.** contents of written accident report
- KU26.** potential injuries and ill health associated with incorrect handling of tools and equipment
- KU27.** safe lifting and carrying practices
- KU28.** potential impact to a person who is moved incorrectly
- KU29.** personal safety, health and dignity issues relating to the movement of a person by others
- KU30.** ESD measures and 5S
- KU31.** efficient utilization and management of material and water
- KU32.** ways to recognize common electrical problems and practices of conserving electricity
- KU33.** usage of different colours of dustbins, categorization of waste into dry, wet, recyclable, nonrecyclable and items of single-use plastics
- KU34.** organization's procedure for minimizing waste
- KU35.** waste management and methods of waste disposal
- KU36.** common sources of pollution and ways to minimize it
- KU37.** names, contact information and location of people responsible for health and safety in the workplace
- KU38.** location of documents and equipment for health and safety compliance/practices in the workplace
- KU39.** safety notices, signs and instructions at workplace

Generic Skills (GS)

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

- GS1.** interpret general health and safety guidelines labels, charts, signages
- GS2.** read operation manuals
- GS3.** write health and safety compliance report
- GS4.** write an accident/incident report in local language or English
- GS5.** provide an emergency or safety incident brief to seniors or relevant authorities in a calm, clear and to-the-point manner
- GS6.** communicate general health and safety guidelines to colleagues/co-workers



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- GS7.** communicate appropriately with co-workers in order to clarify instructions and other issues
- GS8.** act in case of any potential hazards observed in the work place
- GS9.** plan and organize their own work schedule, work area, tools, equipment in compliance with organizational policies for health, safety and security
- GS10.** take adequate measures to ensure the safety of clients and visitors at the workplace
- GS11.** identify immediate or temporary solutions to resolve delays
- GS12.** evaluate the work area for health and safety risks or hazards
- GS13.** use cause and effect relations to anticipate potential issues, problems and their solution in the work area related to safety
- GS14.** recognise emergency and potential emergency situations
- GS15.** protect self and others from a health and safety risk or hazard
- GS16.** communicate and collaborate to incorporate sustainable practices (greening) in workplace processes
- GS17.** record data on waste disposal at workplace

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Deal with workplace hazards</i>	20	31	-	-
PC1. identify job-site hazards and possible causes of accident in the workplace	2	3	-	-
PC2. perform work complying to organizational safe working practices and observing hazard signs displayed on containers, equipment and in various work areas such as inside buildings, in open areas and public spaces, etc.	3	4	-	-
PC3. use appropriate personal protective equipment (PPE) for specific tasks and work conditions, contaminant (concentration w.r.t air) requirements and severity of hazard while conforming to the Indian/International standards	3	4	-	-
PC4. follow standard safety procedures while handling tool/ ,equipment, hazardous substances and while working in hazardous environments	3	4	-	-
PC5. dispose electronic waste (such as toxins; metals such as lead, cadmium, barium; flame retardant plastics, welding slag etc.) as per industry approved techniques	2	4	-	-
PC6. avoid damage of components due to negligence in electrostatic discharge (ESD) procedures	2	3	-	-
PC7. locate general health and safety equipment in the workplace such as fire extinguishers; first aid equipment; safety instruments, clothing and installations (fire exits, exhaust fans)	2	3	-	-
PC8. maintain appropriate posture while handling heavy objects	1	3	-	-
PC9. apply good housekeeping practices at all times	2	3	-	-
<i>Apply fire safety practices</i>	4	9	-	-
PC10. take preventive measures to prevent fire hazards	2	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. <ul style="list-style-type: none"> use appropriate fire extinguishers for different types of fires Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no l 	1	3	-	-
PC12. exhibit rescue and first-aid techniques in case of fire or electrocution	1	3	-	-
<i>Follow emergencies, rescue and first-aid procedures</i>	6	13	-	-
PC13. administer appropriate first aid to victims in case of bleeding, burns, choking, electric shock, poisoning etc.	1	3	-	-
PC14. administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock,	1	2	-	-
PC15. participate regularly in emergency procedures such as raising alarm, safe/efficient, evacuation, correct means of taking shelter and escaping, correct assembly point, roll call, correct return to work	2	4	-	-
PC16. use correct method to move injured people and others during an emergency	2	4	-	-
<i>Effective waste management/recycling practices</i>	5	12	-	-
PC17. identify recyclable and non-recyclable, and hazardous waste generated	1	3	-	-
PC18. segregate waste into different categories	1	2	-	-
PC19. ensure disposal of non-recyclable waste appropriately	1	2	-	-
PC20. deposit non-recyclable and reusable material at identified location	1	3	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC21. follow processes specified for disposal of hazardous waste	1	2	-	-
NOS Total	35	65	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	ELE/N1002
NOS Name	Apply health and safety practices at the workplace
Sector	Electronics
Sub-Sector	Generic
Occupation	Generic - Health Safety
NSQF Level	4
Credits	TBD
Version	3.0
Last Reviewed Date	24/02/2022
Next Review Date	30/12/2026
NSQC Clearance Date	30/12/2021



Qualification Pack

DGT/VSQ/N0102: Employability Skills (60 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
- Career Development & Goal Setting
- 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.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values - Citizenship

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

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

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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

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

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

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

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

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 English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings



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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization 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>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	2	3	-	-
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	NA
Next Review Date	24/02/2025
NSQC Clearance Date	24/02/2022

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.



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Minimum Aggregate Passing % at QP Level : 70

(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/N7812.Assemble Printed Circuit Board (PCB)	40	50	-	10	100	40
ELE/N9905.Work effectively at the workplace	40	60	-	-	100	25
ELE/N1002.Apply health and safety practices at the workplace	35	65	-	-	100	25
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	135	205	-	10	350	100



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Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
SOP	Standard Operating Procedures
PCB	Printed Circuit Board

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Glossary

Sector	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.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	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.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	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.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	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.
Scope	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.

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Knowledge and Understanding (KU)	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.
Organisational Context	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.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	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.
Electives	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.
Options	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.
PTH	Plated Through-Hole
THT	Thru-Hole Technology
SMT	Surface Mount Technology
ESD	Electro-Static Discharge
IPR	Intellectual Property Rights
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory) trainees are mandated to complete specified hours of training on site



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OJT (R)	On-the-job training (Recommended) trainees are recommended the specified hours of training on site
On-the-job training (Recommend)	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.