



# Project Manager - Electronics

QP Code: ELE/Q9801

Version: 2.0

NSQF Level: 7

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## ELE/Q9801: Project Manager - Electronics

### Brief Job Description

A Project Manager - Electronics is responsible for planning, overseeing and leading projects from ideation to completion. This includes liaison with the project stakeholders and third-party vendors to ensure timely and successful delivery of projects. The individual may be responsible for managing multiple projects according to the size of the organisation.

### Personal Attributes

The individual must have managerial, organisational and problem-solving skills. The person must have good written and verbal communication skills with the ability to multi-task and coordinate with multiple parties simultaneously to achieve the work objectives.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [ELE/N9801: Carry out project initiation and planning](#)
2. [ELE/N9802: Carry out execution, monitoring, control and closure of the project](#)
3. [ELE/N1002: Apply health and safety practices at the workplace](#)
4. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Communication and Broadcasting
<b>Occupation</b>	Generic - Planning & Management
<b>Country</b>	India
<b>NSQF Level</b>	7
<b>Credits</b>	42
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/1321.9900

<b>Minimum Educational Qualification &amp; Experience</b>	Completed 4 year UG program with 2 Years of experience Relevant Experience OR Previous relevant Qualification of NSQF Level (6) with 3 Years of experience Relevant Experience OR Pursuing PhD (Science Background) with NA of experience
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	21 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	NA
<b>NSQC Approval Date</b>	
<b>Version</b>	2.0

## ELE/N9801: Carry out project initiation and planning

### Description

This OS unit is about carrying out initiation and planning at the beginning of a project. It also covers resource planning, procurement and obtaining the necessary approvals for the project.

### Scope

The scope covers the following :

- Carry out project initiation
- Carry out project planning
- Participate in resource planning and procurement
- Obtain the necessary approvals

### Elements and Performance Criteria

#### *Carry out project initiation*

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

- PC1.** create a business case detailing the reason for starting the project
- PC2.** ensure the business case is easy to understand, logical and relevant, detailing the key aspects to be tracked and measured
- PC3.** conduct a feasibility study, identify the possible risks and issues that may be experienced during the project
- PC4.** document the potential solutions to the business problem that the project is proposed to address, along with the solutions for issues that may be experienced during the project
- PC5.** create the project charter with a comprehensive description of the project vision, objectives, scope, deliverables and limitation along with the responsibilities of the project team
- PC6.** identify the project stakeholders and document it in the project charter
- PC7.** create a project team with team members possessing the required knowledge and skills
- PC8.** set up the project management office, ensuring the availability of necessary communication infrastructure and technology
- PC9.** ensure there is accountability and commitment for the delivery and costs involved
- PC10.** review the project initiation phase to ensure the initiation requirements are met

#### *Carry out project planning*

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

- PC11.** create a work breakdown structure, breaking down the project's scope into smaller, easily manageable deliverables and groups of related tasks
- PC12.** determine the project activities and sequence them
- PC13.** estimate the activity duration, costs, and resource requirement for the project
- PC14.** coordinate the development of user manuals, training materials, and other documents as needed to enable the successful implementation of the project
- PC15.** create the contingency plan to deal with various internal and external risks to the project delivery, incorporating subsidiary plans such as scope, schedule, cost, quality, resource plans in the project plan

- PC16.** create a performance measurement baseline to measure and manage performance
- PC17.** carry out effective planning using the relevant planning tools/ software, ensuring time-bound scheduling and implementation of all critical tasks
- PC18.** document the project plan outlining all significant details such as the scope, schedule, and cost of the project

### *Participate in resource planning and procurement*

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

- PC19.** identify various resources required for the successful delivery of the project, such as people, capital, material goods, facility, etc.
- PC20.** carry out negotiations with the third-party suppliers and contractors, ensuring the costs are kept within budgets
- PC21.** ensure timely procurement of various resources in an appropriate number/ quantity for smooth completion of the project
- PC22.** assign resources such as labour, equipment, space, material, technology to project activities according to the scope and level of complexity of the project

### *Obtain the necessary approvals*

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

- PC23.** prepare the necessary documents in the required format to obtain the necessary permits/ approvals for the project
- PC24.** apply for approval from the relevant authorities, following the applicable procedures
- PC25.** liaise with the relevant regulatory authority to resolve any issues encountered with obtaining the required permits/ approval

## **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** how to create a business case
- KU2.** the importance of ensuring the business case is easy to understand, logical and relevant
- KU3.** the process of conducting a feasibility study
- KU4.** the importance of identifying the possible project risks and documenting the proposed solutions
- KU5.** how to create the project charter and the appropriate details to include
- KU6.** the importance of creating a project team defining the role and responsibilities of team members
- KU7.** the importance and process of creating the project scope statement with a comprehensive description of the project deliverables and limitations
- KU8.** the advantage of creating a work breakdown structure and sequencing the project activities
- KU9.** how to estimate the activity duration, costs, and resource requirement for the project
- KU10.** the importance of developing user manuals, training materials, and other documents for the successful implementation of the project
- KU11.** the importance and process of creating a contingency plan to deal with internal and external risks to the project and incorporating subsidiary plans such as scope, schedule, cost, quality, resource, risk management plans in the project plan
- KU12.** how to create a performance measurement baseline to measure and manage performance

- KU13.** the importance of documenting the project plan detailing as the scope, schedule and cost of the project
- KU14.** use of the relevant planning software tools for time-bound scheduling and implementation of all critical tasks
- KU15.** the process of planning and procuring resources for the project
- KU16.** how to carry out negotiations with the third-party suppliers and contractors
- KU17.** the process of obtaining the necessary approvals for a variety of projects and the relevant authorities to approach for the purpose

### Generic Skills (GS)

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

- GS1.** prepare work-related documents and reports
- GS2.** communicate politely and professionally
- GS3.** read the relevant literature to keep abreast with the latest developments in the field of work
- GS4.** listen attentively to understand the client's requirements
- GS5.** co-ordinate with co-workers to achieve the work objectives
- GS6.** plan and prioritise tasks to ensure timely completion
- GS7.** take quick decisions to deal with workplace emergencies/ accidents
- GS8.** identify possible disruptions to work and take preventive measures

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Carry out project initiation</i>	<b>10</b>	<b>15</b>	-	<b>5</b>
<b>PC1.</b> create a business case detailing the reason for starting the project	-	-	-	-
<b>PC2.</b> ensure the business case is easy to understand, logical and relevant, detailing the key aspects to be tracked and measured	-	-	-	-
<b>PC3.</b> conduct a feasibility study, identify the possible risks and issues that may be experienced during the project	-	-	-	-
<b>PC4.</b> document the potential solutions to the business problem that the project is proposed to address, along with the solutions for issues that may be experienced during the project	-	-	-	-
<b>PC5.</b> create the project charter with a comprehensive description of the project vision, objectives, scope, deliverables and limitation along with the responsibilities of the project team	-	-	-	-
<b>PC6.</b> identify the project stakeholders and document it in the project charter	-	-	-	-
<b>PC7.</b> create a project team with team members possessing the required knowledge and skills	-	-	-	-
<b>PC8.</b> set up the project management office, ensuring the availability of necessary communication infrastructure and technology	-	-	-	-
<b>PC9.</b> ensure there is accountability and commitment for the delivery and costs involved	-	-	-	-
<b>PC10.</b> review the project initiation phase to ensure the initiation requirements are met	-	-	-	-
<i>Carry out project planning</i>	<b>12</b>	<b>20</b>	-	<b>5</b>
<b>PC11.</b> create a work breakdown structure, breaking down the project's scope into smaller, easily manageable deliverables and groups of related tasks	-	-	-	-



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> determine the project activities and sequence them	-	-	-	-
<b>PC13.</b> estimate the activity duration, costs, and resource requirement for the project	-	-	-	-
<b>PC14.</b> coordinate the development of user manuals, training materials, and other documents as needed to enable the successful implementation of the project	-	-	-	-
<b>PC15.</b> create the contingency plan to deal with various internal and external risks to the project delivery, incorporating subsidiary plans such as scope, schedule, cost, quality, resource plans in the project plan	-	-	-	-
<b>PC16.</b> create a performance measurement baseline to measure and manage performance	-	-	-	-
<b>PC17.</b> carry out effective planning using the relevant planning tools/ software, ensuring time-bound scheduling and implementation of all critical tasks	-	-	-	-
<b>PC18.</b> document the project plan outlining all significant details such as the scope, schedule, and cost of the project	-	-	-	-
<i>Participate in resource planning and procurement</i>	<b>5</b>	<b>10</b>	-	<b>3</b>
<b>PC19.</b> identify various resources required for the successful delivery of the project, such as people, capital, material goods, facility, etc.	-	-	-	-
<b>PC20.</b> carry out negotiations with the third-party suppliers and contractors, ensuring the costs are kept within budgets	-	-	-	-
<b>PC21.</b> ensure timely procurement of various resources in an appropriate number/ quantity for smooth completion of the project	-	-	-	-
<b>PC22.</b> assign resources such as labour, equipment, space, material, technology to project activities according to the scope and level of complexity of the project	-	-	-	-
<i>Obtain the necessary approvals</i>	<b>3</b>	<b>10</b>	-	<b>2</b>

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC23.</b> prepare the necessary documents in the required format to obtain the necessary permits/ approvals for the project	-	-	-	-
<b>PC24.</b> apply for approval from the relevant authorities, following the applicable procedures	-	-	-	-
<b>PC25.</b> liaise with the relevant regulatory authority to resolve any issues encountered with obtaining the required permits/ approval	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>55</b>	<b>-</b>	<b>15</b>

**National Occupational Standards (NOS) Parameters**

<b>NOS Code</b>	ELE/N9801
<b>NOS Name</b>	Carry out project initiation and planning
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic - Planning & Management
<b>NSQF Level</b>	7
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	02/06/2025
<b>NSQC Clearance Date</b>	24/02/2022

## ELE/N9802: Carry out execution, monitoring, control and closure of the project

### Description

This OS unit is about managing the project execution along with monitoring and controlling it. It also covers carrying out project closure.

### Scope

The scope covers the following :

- Manage the project execution
- Monitor and control the project
- Carry out project closure

### Elements and Performance Criteria

#### *Manage the project execution*

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

- PC1.** conduct the kick-off meeting with the project team to apprise them of the project timelines, deliverables, scope and budgets
- PC2.** ensure the participation of all the stakeholders in the meeting
- PC3.** set deadlines and ensure the availability of necessary resources
- PC4.** manage the execution of each stage of the project
- PC5.** coordinate the internal resources and third parties/ vendors for the flawless execution of the project
- PC6.** maintain effective relationships and regular communication with the project team members and stakeholders to identify any issues, and provide timely resolution
- PC7.** collect data related to the project's progress from the team members and prepare the status report
- PC8.** analyse the data and reports to identify the relevant course-corrective action and obtain the necessary approvals from the relevant stakeholders
- PC9.** use the appropriate verification techniques to manage changes in project scope, schedule and costs
- PC10.** identify risks to project execution and take the necessary action as documented in the risk management plan
- PC11.** ensure the applicable health, safety and environmental protection practices are followed in compliance with the regulatory requirements
- PC12.** follow the applicable practices for effective site, logistics and infrastructure management
- PC13.** follow the established invoicing process to ensure positive cash flows for uninterrupted progress of the project
- PC14.** identify and implement relevant solutions to add value to the project such as enhancing quality while reducing the costs

#### *Monitor and control the project*

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

- PC15.** monitor the project planning parameters such as the schedule, timeline, effort, costing, defects etc.
- PC16.** moderate the spending and reallocate funds if necessary, ensuring the project costs do not exceed the budget
- PC17.** use the appropriate project management software to monitor project schedule, slippages and their impact
- PC18.** track the commitments and involve all the stakeholders such as the team members, management, peers, third party vendors and client through meetings, status reporting, progress and milestone reviews, etc.
- PC19.** review the roles and responsibilities of the team members and reassign, as required
- PC20.** guide the project team and take executable decisions regarding further actions throughout the project
- PC21.** perform quality control management as per the quality review schedule and document the actions agreed
- PC22.** ensure that appropriate follow-up actions are taken based on quality reviews
- PC23.** monitor various risks such as internal, client and vendor risks, tools and technology risks, etc.
- PC24.** monitor data management to ensure that only authorised personnel have access to critical data and there are sufficient data protection measures in place
- PC25.** prepare various status reports and share them with the relevant stakeholders
- PC26.** record the project progress in the appropriate software tool
- PC27.** initiate the required corrective action based on progress reviews to control the project progress as per the project plans and deal with any deviations in project implementation, tracking the corrective actions until the progress is under control or the project closure

#### *Carry out project closure*

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

- PC28.** deliver the project as per the agreed timelines and budget
- PC29.** identify all deliverables by going through the project plan and ensure they have been fully completed and handed off
- PC30.** verify the completion by obtaining approval for the project deliverables from all the stakeholders with official sign-offs
- PC31.** finalise and transfer the project deliverables to the client
- PC32.** review all contracts and documentation to ensure all parties have been paid for the work and there are no outstanding invoices
- PC33.** release resources such as suppliers, contractors, team members, and any other partners from the project, following the formal release process
- PC34.** notify all the stakeholders of the end of the project, ensuring final payments and obligations are completed
- PC35.** conduct the project performance review and document the successes, failures, and challenges of the project, along with feedback of the stakeholders
- PC36.** calculate the project's performance in terms of cost, schedule and quality
- PC37.** identify opportunities for improvement for future projects
- PC38.** archive all the project related documents as per the organisational procedure

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** the importance of conducting the kick-off meeting with all the stakeholders to apprise them of the project timelines, deliverables, scope and budgets
- KU2.** the process of assigning tasks and responsibilities to the team members, setting deadlines and ensuring the availability of necessary resources
- KU3.** the importance of coordinating the internal resources and third parties/ vendors for the flawless execution of the project
- KU4.** the importance of maintaining an effective relationship, open and regular communication with the project stakeholders
- KU5.** the process of collecting the project's progress data and preparing the status report
- KU6.** the importance and process of analysing the data and reports for identifying and taking the relevant course-corrective measures, based on progress reviews to control the project progress
- KU7.** use of the appropriate verification techniques to manage changes in the project scope, schedule and costs
- KU8.** how to identify risks to project execution and dealing with them as per the risk management plan
- KU9.** the importance of adhering to the approved budget and timelines
- KU10.** the process of re-allocating the project funds
- KU11.** the importance of following the applicable health, safety and environment protection practices
- KU12.** use of the appropriate project management software to monitor project schedule, slippages and their impact, and preparing various status reports and recording the project progress
- KU13.** applicable practices for effective site, logistics and infrastructure management
- KU14.** the importance of ensuring positive cash flows for uninterrupted progress of the project
- KU15.** the importance of delivering the project as per the agreed timelines and budget
- KU16.** the importance of monitoring the project planning parameters such as the schedule, timeline, effort, costing, defects etc.
- KU17.** the process of tracking the commitments and involvement of all the stakeholders through meetings, status reporting, progress and milestones reviews, etc.
- KU18.** the importance and process of reviewing and reassigning the roles and responsibilities of the team members
- KU19.** applicable quality control management practices and the importance of ensuring that appropriate follow-up actions are taken based on quality reviews
- KU20.** the importance of monitoring various risks such as internal, client and vendor risks, tools and technology risks, etc.
- KU21.** the importance of ensuring adequate data protection measures and allowing access to critical data only that only to the authorised personnel
- KU22.** the importance of ensuring all deliverables are fully completed and handed off at the project closure stage
- KU23.** the process of finalising and transferring the project deliverables to the client
- KU24.** the importance and process of reviewing all contracts and documentation
- KU25.** the process of invoicing the client

- KU26.** the importance and process of releasing various project resources such as suppliers, contractors, team members, and any other partners
- KU27.** the importance of notifying all the stakeholders of the end of the project and ensuring final payments and obligations are completed
- KU28.** the importance and process of conducting project performance review and documenting the successes, failures, and challenges of the project
- KU29.** how to calculate the project's performance in terms of cost, schedule and quality
- KU30.** the importance of taking feedback from the project management team and identifying the scope of improvement
- KU31.** the process of reviewing, finalising and archiving the project-related documents

### Generic Skills (GS)

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

- GS1.** write work-related notes and maintain records
- GS2.** read the relevant literature to learn about the latest developments in the field of work
- GS3.** listen attentively to understand the information being shared
- GS4.** communicate politely and professionally
- GS5.** plan and schedule tasks for effective time-management
- GS6.** take quick decisions within the limits of authority to deal with workplace emergencies/accidents
- GS7.** identify possible disruptions to work and take appropriate preventive measures

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Manage the project execution</i>	<b>12</b>	<b>25</b>	-	<b>5</b>
<b>PC1.</b> conduct the kick-off meeting with the project team to apprise them of the project timelines, deliverables, scope and budgets	-	-	-	-
<b>PC2.</b> ensure the participation of all the stakeholders in the meeting	-	-	-	-
<b>PC3.</b> set deadlines and ensure the availability of necessary resources	-	-	-	-
<b>PC4.</b> manage the execution of each stage of the project	-	-	-	-
<b>PC5.</b> coordinate the internal resources and third parties/ vendors for the flawless execution of the project	-	-	-	-
<b>PC6.</b> maintain effective relationships and regular communication with the project team members and stakeholders to identify any issues, and provide timely resolution	-	-	-	-
<b>PC7.</b> collect data related to the project's progress from the team members and prepare the status report	-	-	-	-
<b>PC8.</b> analyse the data and reports to identify the relevant course-corrective action and obtain the necessary approvals from the relevant stakeholders	-	-	-	-
<b>PC9.</b> use the appropriate verification techniques to manage changes in project scope, schedule and costs	-	-	-	-
<b>PC10.</b> identify risks to project execution and take the necessary action as documented in the risk management plan	-	-	-	-
<b>PC11.</b> ensure the applicable health, safety and environmental protection practices are followed in compliance with the regulatory requirements	-	-	-	-
<b>PC12.</b> follow the applicable practices for effective site, logistics and infrastructure management	-	-	-	-



Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> follow the established invoicing process to ensure positive cash flows for uninterrupted progress of the project	-	-	-	-
<b>PC14.</b> identify and implement relevant solutions to add value to the project such as enhancing quality while reducing the costs	-	-	-	-
<i>Monitor and control the project</i>	<b>10</b>	<b>20</b>	-	<b>5</b>
<b>PC15.</b> monitor the project planning parameters such as the schedule, timeline, effort, costing, defects etc.	-	-	-	-
<b>PC16.</b> moderate the spending and reallocate funds if necessary, ensuring the project costs do not exceed the budget	-	-	-	-
<b>PC17.</b> use the appropriate project management software to monitor project schedule, slippages and their impact	-	-	-	-
<b>PC18.</b> track the commitments and involve all the stakeholders such as the team members, management, peers, third party vendors and client through meetings, status reporting, progress and milestone reviews, etc.	-	-	-	-
<b>PC19.</b> review the roles and responsibilities of the team members and reassign, as required	-	-	-	-
<b>PC20.</b> guide the project team and take executable decisions regarding further actions throughout the project	-	-	-	-
<b>PC21.</b> perform quality control management as per the quality review schedule and document the actions agreed	-	-	-	-
<b>PC22.</b> ensure that appropriate follow-up actions are taken based on quality reviews	-	-	-	-
<b>PC23.</b> monitor various risks such as internal, client and vendor risks, tools and technology risks, etc.	-	-	-	-
<b>PC24.</b> monitor data management to ensure that only authorised personnel have access to critical data and there are sufficient data protection measures in place	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC25.</b> prepare various status reports and share them with the relevant stakeholders	-	-	-	-
<b>PC26.</b> record the project progress in the appropriate software tool	-	-	-	-
<b>PC27.</b> initiate the required corrective action based on progress reviews to control the project progress as per the project plans and deal with any deviations in project implementation, tracking the corrective actions until the progress is under control or the project closure	-	-	-	-
<i>Carry out project closure</i>	<b>8</b>	<b>10</b>	-	<b>5</b>
<b>PC28.</b> deliver the project as per the agreed timelines and budget	-	-	-	-
<b>PC29.</b> identify all deliverables by going through the project plan and ensure they have been fully completed and handed off	-	-	-	-
<b>PC30.</b> verify the completion by obtaining approval for the project deliverables from all the stakeholders with official sign-offs	-	-	-	-
<b>PC31.</b> finalise and transfer the project deliverables to the client	-	-	-	-
<b>PC32.</b> review all contracts and documentation to ensure all parties have been paid for the work and there are no outstanding invoices	-	-	-	-
<b>PC33.</b> release resources such as suppliers, contractors, team members, and any other partners from the project, following the formal release process	-	-	-	-
<b>PC34.</b> notify all the stakeholders of the end of the project, ensuring final payments and obligations are completed	-	-	-	-
<b>PC35.</b> conduct the project performance review and document the successes, failures, and challenges of the project, along with feedback of the stakeholders	-	-	-	-
<b>PC36.</b> calculate the project's performance in terms of cost, schedule and quality	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC37.</b> identify opportunities for improvement for future projects	-	-	-	-
<b>PC38.</b> archive all the project related documents as per the organisational procedure	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>55</b>	<b>-</b>	<b>15</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N9802
<b>NOS Name</b>	Carry out execution, monitoring, control and closure of the project
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic - Planning & Management
<b>NSQF Level</b>	7
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	02/06/2025
<b>NSQC Clearance Date</b>	24/02/2022

## 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 I
- PC12.** exhibit rescue and first-aid techniques in case of fire or electrocution

#### *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
- 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
- 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



Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Deal with workplace hazards</i>	<b>20</b>	<b>31</b>	-	-
<b>PC1.</b> identify job-site hazards and possible causes of accident in the workplace	2	3	-	-
<b>PC2.</b> 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	-	-
<b>PC3.</b> 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	-	-
<b>PC4.</b> follow standard safety procedures while handling tool/ ,equipment, hazardous substances and while working in hazardous environments	3	4	-	-
<b>PC5.</b> 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	-	-
<b>PC6.</b> avoid damage of components due to negligence in electrostatic discharge (ESD) procedures	2	3	-	-
<b>PC7.</b> 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	-	-
<b>PC8.</b> maintain appropriate posture while handling heavy objects	1	3	-	-
<b>PC9.</b> apply good housekeeping practices at all times	2	3	-	-
<i>Apply fire safety practices</i>	<b>4</b>	<b>9</b>	-	-
<b>PC10.</b> take preventive measures to prevent fire hazards	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<p><b>PC11.</b></p> <ul style="list-style-type: none"> <li>• use appropriate fire extinguishers for different types of fires</li> <li>• 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</li> </ul>	1	3	-	-
<p><b>PC12.</b> exhibit rescue and first-aid techniques in case of fire or electrocution</p>	1	3	-	-
<p><i>Follow emergencies, rescue and first-aid procedures</i></p>	<b>6</b>	<b>13</b>	-	-
<p><b>PC13.</b> administer appropriate first aid to victims in case of bleeding, burns, choking, electric shock, poisoning etc.</p>	1	3	-	-
<p><b>PC14.</b> administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock,</p>	1	2	-	-
<p><b>PC15.</b> 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</p>	2	4	-	-
<p><b>PC16.</b> use correct method to move injured people and others during an emergency</p>	2	4	-	-
<p><i>Effective waste management/recycling practices</i></p>	<b>5</b>	<b>12</b>	-	-
<p><b>PC17.</b> identify recyclable and non-recyclable, and hazardous waste generated</p>	1	3	-	-
<p><b>PC18.</b> segregate waste into different categories</p>	1	2	-	-
<p><b>PC19.</b> ensure disposal of non-recyclable waste appropriately</p>	1	2	-	-
<p><b>PC20.</b> deposit non-recyclable and reusable material at identified location</p>	1	3	-	-
<p><b>PC21.</b> follow processes specified for disposal of hazardous waste</p>	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	35	65	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N1002
<b>NOS Name</b>	Apply health and safety practices at the workplace
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic - Health Safety
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	24/02/2025
<b>NSQC Clearance Date</b>	24/02/2022

## DGT/VSQ/N0103: Employability Skills (90 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.** understand the significance of employability skills in meeting the current job market requirement and future of work
- PC2.** identify and explore learning and employability relevant portals
- PC3.** research about the different industries, job market trends, latest skills required and the available opportunities

#### *Constitutional values - Citizenship*

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

- PC4.** 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.
- PC5.** follow environmentally sustainable practices

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

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

- PC6.** recognize the significance of 21st Century Skills for employment
- PC7.** 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

**PC8.** adopt a continuous learning mindset for personal and professional development

*Basic English Skills*

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

**PC9.** use basic English for everyday conversation in different contexts, in person and over the telephone

**PC10.** read and understand routine information, notes, instructions, mails, letters etc. written in English

**PC11.** 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:

**PC12.** identify career goals based on the skills, interests, knowledge, and personal attributes

**PC13.** prepare a career development plan with short- and long-term goals

*Communication Skills*

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

**PC14.** follow verbal and non-verbal communication etiquette while communicating in professional and public settings

**PC15.** use active listening techniques for effective communication

**PC16.** communicate in writing using appropriate style and format based on formal or informal requirements

**PC17.** work collaboratively with others in a team

*Diversity & Inclusion*

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

**PC18.** communicate and behave appropriately with all genders and PwD

**PC19.** 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:

**PC20.** identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.

**PC21.** carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook

**PC22.** identify common components of salary and compute income, expenses, taxes, investments etc

**PC23.** 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:

**PC24.** operate digital devices and use their features and applications securely and safely

**PC25.** carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.

**PC26.** display responsible online behaviour while using various social media platforms

**PC27.** create a personal email account, send and process received messages as per requirement

**PC28.** carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications

**PC29.** utilize virtual collaboration tools to work effectively

### *Entrepreneurship*

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

- PC30.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC31.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC32.** 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:

- PC33.** identify different types of customers and ways to communicate with them
- PC34.** identify and respond to customer requests and needs in a professional manner
- PC35.** use appropriate tools to collect customer feedback
- PC36.** follow appropriate hygiene and grooming standards

### *Getting ready for apprenticeship & Jobs*

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

- PC37.** create a professional Curriculum vitae (Résumé)
- PC38.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC39.** apply to identified job openings using offline /online methods as per requirement
- PC40.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC41.** 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.** components of salary and 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

**KU16.** use applications such as word processors, spreadsheets etc.

**KU17.** how to identify business opportunities

**KU18.** types and needs of customers

**KU19.** how to apply for a job and prepare for an interview

**KU20.** 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 in English and other languages

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

**GS3.** behave politely and appropriately with all to maintain effective work relationship

**GS4.** how to work in a virtual mode, using various technological platforms

**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



Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
<b>PC2.</b> identify and explore learning and employability relevant portals	-	-	-	-
<b>PC3.</b> research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC4.</b> 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.	-	-	-	-
<b>PC5.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC6.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC7.</b> 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	-	-	-	-
<b>PC8.</b> adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC11.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-
<b>PC12.</b> identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
<b>PC13.</b> prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC14.</b> follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
<b>PC15.</b> use active listening techniques for effective communication	-	-	-	-
<b>PC16.</b> communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
<b>PC17.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC18.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC19.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC20.</b> identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
<b>PC21.</b> carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC22.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC23.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>5</b>	-	-
<b>PC24.</b> operate digital devices and use their features and applications securely and safely	-	-	-	-
<b>PC25.</b> carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
<b>PC26.</b> display responsible online behaviour while using various social media platforms	-	-	-	-
<b>PC27.</b> create a personal email account, send and process received messages as per requirement	-	-	-	-
<b>PC28.</b> carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
<b>PC29.</b> utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
<b>PC30.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC31.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC32.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC33.</b> identify different types of customers and ways to communicate with them	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC34.</b> identify and respond to customer requests and needs in a professional manner	-	-	-	-
<b>PC35.</b> use appropriate tools to collect customer feedback	-	-	-	-
<b>PC36.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC37.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC38.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC39.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC40.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC41.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0103
<b>NOS Name</b>	Employability Skills (90 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	5
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/06/2022
<b>Next Review Date</b>	30/06/2025
<b>NSQC Clearance Date</b>	30/06/2022

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

Minimum 70% marks are required

**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

<b>National Occupational Standards</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>	<b>Total Marks</b>	<b>Weightage</b>
ELE/N9801.Carry out project initiation and planning	30	55	-	15	100	35

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
ELE/N9802.Carry out execution, monitoring, control and closure of the project	30	55	-	15	100	35
ELE/N1002.Apply health and safety practices at the workplace	35	65	-	-	100	15
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	15
<b>Total</b>	<b>115</b>	<b>205</b>	<b>-</b>	<b>30</b>	<b>350</b>	<b>100</b>

## Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

Glossary

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



<p><b>Organisational Context</b></p>	<p>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.</p>
<p><b>Technical Knowledge</b></p>	<p>Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</p>
<p><b>Core Skills/ Generic Skills (GS)</b></p>	<p>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.</p>
<p><b>Electives</b></p>	<p>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.</p>
<p><b>Options</b></p>	<p>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.</p>