



# TV Repair Technician

QP Code: ELE/Q3101

Version: 2.0

NSQF Level: 3

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## Contents

ELE/Q3101: TV Repair Technician .....	3
<i>Brief Job Description</i> .....	3
Applicable National Occupational Standards (NOS) .....	3
<i>Compulsory NOS</i> .....	3
<i>Qualification Pack (QP) Parameters</i> .....	3
ELE/N3101: Engage with customer for service .....	5
ELE/N3102: Install and repair dysfunctional TVs .....	9
ELE/N9972: Communicate and coordinate effectively with others .....	16
ELE/N1003: Work effectively, sustainably and safely .....	20
Assessment Guidelines and Weightage .....	24
<i>Assessment Guidelines</i> .....	24
<i>Assessment Weightage</i> .....	25
Acronyms .....	26
Glossary .....	27

## ELE/Q3101: TV Repair Technician

### Brief Job Description

TV Repair Technician - is responsible for interacting with the customer to install the TV as well as diagnose the problem. The individual also needs to assess possible causes of fault reported and rectify problems/faults.

### Personal Attributes

The individual must be willing to work in the field and travel through the day. The individual also needs to be punctual, well behaviour, patient and trustworthy.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [ELE/N3101: Engage with customer for service](#)
2. [ELE/N3102: Install and repair dysfunctional TVs](#)
3. [ELE/N9972: Communicate and coordinate effectively with others](#)
4. [ELE/N1003: Work effectively, sustainably and safely](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Consumer Electronics & IT Hardware
<b>Occupation</b>	After Sales Service
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Credits</b>	NA
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7421.1301

<b>Minimum Educational Qualification &amp; Experience</b>	8th Class with 2 Years of experience Relevant Experience OR 10th Class (with 06 months of relevant Experience OR I.T.I (after 8th) OR Certificate (NSQF Level-2 in the domain of Electronics / Electrical / Mechanical) with 2 Years of experience Relevant Experience
<b>Minimum Level of Education for Training in School</b>	8th Class
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	27/01/2022
<b>Next Review Date</b>	02/06/2025
<b>Deactivation Date</b>	09/01/2024
<b>NSQC Approval Date</b>	27/01/2022
<b>Version</b>	2.0
<b>Reference code on NQR</b>	2022/EHW/ESSCI/05109
<b>NQR Version</b>	1.0

**Remarks:**

NA

## **ELE/N3101: Engage with customer for service**

### **Description**

This NOS unit is about interacting with customer to understand their requirement with respect to problem in the appliance

### **Scope**

The scope covers the following :

- Interact with customer
- Suggest possible solutions

### **Elements and Performance Criteria**

#### *Interacting with customer*

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

- PC1.** analyse the details of customer complaint registered at customer care or installation schedule
- PC2.** connect with the customer to confirm problem telephonically and fix time for visit
- PC3.** collect appropriate tools, parts, relevant reference sheets, manuals and documents
- PC4.** visit the customer premises as per the scheduled date and time for service as per the requirement
- PC5.** check about warranty status of appliance and annual maintenance contract
- PC6.** gather detailed information pertaining to age of appliance, status of upkeep, symptoms and history of problems in the appliance
- PC7.** provide information to the customer about the warranty and problem in detail along with the precautions to be taken in order to avoid recurrence of problem

#### *Suggest possible solutions*

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

- PC8.** suggest possible solutions with the time required, costs involved and methodology for servicing
- PC9.** seek customer's approval on further action

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

The individual on the job needs to know and understand:

- KU1.** company's policies on code of conduct, organisation's culture, customer care, reporting structure and documentation policy
- KU2.** company's products and recurring problems reported in consumer appliances
- KU3.** precautions to be taken while handling field calls and dealing with customers
- KU4.** importance of personal grooming with proper etiquettes at the customer's premises
- KU5.** basic electrical, mechanical modules of various appliances and electronics involved in the type of appliance

**KU6.** models of different appliances, their common and distinguishing features, functionality of different features of appliances and new features

### **Generic Skills (GS)**

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

- GS1.** complete required documentation
- GS2.** seek inputs and guidance from the supervisor
- GS3.** read and comprehend documents
- GS4.** communicate in local/regional/English language
- GS5.** comply with applicable standard operating procedures
- GS6.** communicate with all stakeholders to be able to work efficiently
- GS7.** interact with others in a polite and courteous manner
- GS8.** maintain proper etiquette while dealing with the customer

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interacting with customer</i>	<b>32</b>	<b>41</b>	-	<b>8</b>
<b>PC1.</b> analyse the details of customer complaint registered at customer care or installation schedule	5	6	-	1
<b>PC2.</b> connect with the customer to confirm problem telephonically and fix time for visit	4	6	-	1
<b>PC3.</b> collect appropriate tools, parts, relevant reference sheets, manuals and documents	4	6	-	2
<b>PC4.</b> visit the customer premises as per the scheduled date and time for service as per the requirement	4	6	-	1
<b>PC5.</b> check about warranty status of appliance and annual maintenance contract	4	6	-	1
<b>PC6.</b> gather detailed information pertaining to age of appliance, status of upkeep, symptoms and history of problems in the appliance	5	6	-	1
<b>PC7.</b> provide information to the customer about the warranty and problem in detail along with the precautions to be taken in order to avoid recurrence of problem	6	5	-	1
<i>Suggest possible solutions</i>	<b>8</b>	<b>9</b>	-	<b>2</b>
<b>PC8.</b> suggest possible solutions with the time required, costs involved and methodology for servicing	4	5	-	1
<b>PC9.</b> seek customer's approval on further action	4	4	-	1
<b>NOS Total</b>	<b>40</b>	<b>50</b>	-	<b>10</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N3101
<b>NOS Name</b>	Engage with customer for service
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Consumer Electronics & IT Hardware
<b>Occupation</b>	AFTER SALES SERVICE
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	27/01/2025
<b>NSQC Clearance Date</b>	27/01/2022



## ELE/N3102: Install and repair dysfunctional TVs

### Description

This unit is about installing the newly purchased TV set, identifying the fault and fixing the same at customer location and make it ready to use.

### Scope

The scope covers the following :

- This unit/ task covers the following:
- Remove packaging and check accessories
- Install the TV and check functionality
- Repair dysfunctional TV
- Confirm functionality of the repaired unit

### Elements and Performance Criteria

#### *Remove packaging and check accessories*

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

- PC1.** remove the packaging of the appliance delivered at the customer location
- PC2.** verify that the product matches the customer's order with all supporting accessories
- PC3.** check the availability of all tools and fitments for the installation
- PC4.** clear up the packaging material waste and dispose as per company's norms

#### *Install the TV and check functionality*

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

- PC5.** seek customer's input of placement of TV
- PC6.** measure length from the floor and the sides of the wall for drilling holes (if applicable)
- PC7.** attach mounting brackets at the back side of the TV in case of wall mounting
- PC8.** insert anchors into drilled holes, concealing necessary wires and connect from the nearest power supply
- PC9.** install the TV unit on appropriate stand/platform/wall mount while maintaining appropriate distance from the floor and walls as per instruction manual
- PC10.** plug in the power supply and demonstrate the features, utility of the TV set/remote control
- PC11.** educate customer on proper operation, precautions and maintenance procedures to be taken

#### *Repair dysfunctional TV*

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

- PC12.** diagnose the fault in the unit as per customer interaction and initial inspection like power supply module etc.
- PC13.** ensure that the fault is internal before disassembling the unit
- PC14.** unplug the power supply and any other equipment, if connected
- PC15.** remove the TV from the wall
- PC16.** remove the screws attached to the mounts and separate the rear cover from the system
- PC17.** examine various modules to locate exact fault

- PC18.** discharge any large capacitor and the charge stored in the cathode ray tube before diagnosis
- PC19.** check the fuse to ensure that the capacitor has not blown off and follow the current path to identify the fault
- PC20.** interpret instructions manual accurately to correlate the symptoms indicated with exact problem
- PC21.** send to factory for in depth diagnosis, if problem cannot be identified at site
- PC22.** repair/replace component at location, if the fault identified is due to damage of parts like fuse, PCBs etc.
- PC23.** schedule next appointment if the parts like picture tube can't be replaced on site
- PC24.** make necessary arrangements if the TV is required to be transported to service centre
- PC25.** reassemble the unit to check that all the modules of the unit are working as per specifications

#### *Confirm functionality of the repaired unit*

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

- PC26.** demonstrate functionality of the unit to the customer
- PC27.** provide information to the customer about cleaning procedures and precautions to be taken in order to avoid recurrence of problem
- PC28.** complete all documentation procedures for complaint closure
- PC29.** collect necessary payments from the customer

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

The individual on the job needs to know and understand:

- KU1.** company policies on customer care, code of conduct, reporting structure and documentation
- KU2.** companys sales, installation and after sales support policy
- KU3.** packaging waste disposal procedures
- KU4.** company policy on products warranty and other terms and conditions
- KU5.** installation-site requirements (structural requirements)
- KU6.** different types of TVs such as CRT TV, LED TV, LCD TV
- KU7.** basic electrical faults such as improper earthing, defective power cord, connector or internal wiring defect, short/ loose/open contacts, blown fuse , defective transformer
- KU8.** safety precautions to be taken while installing
- KU9.** manual-based procedure of installing the TV set
- KU10.** problems due to improper TV adjustments such as user picture adjustment, focus adjustment etc.
- KU11.** wiring and connection of set top boxes, home theatre systems to the television set
- KU12.** different features and functionalities of various models
- KU13.** high voltage power supply due to symptoms such as arcing, sparking or corona from CRT HV anode
- KU14.** functioning of various sub systems of CRT television set and basic television technology
- KU15.** faults common to all types of television models and faults specific to different models
- KU16.** controls and features of different television models of the company

- KU17.** television receiver fundamentals and CRT basics
- KU18.** fundamentals of electricity such as Ohms law, difference between AC and DC, calculation of energy consumption of the appliance, domestic wiring, series and parallel connections
- KU19.** troubleshooting of colour problems, vertical circuit, audio circuit, tuner circuit, remote control and other frequently occurring problems of TV
- KU20.** components/modules of the CRT TV and their prices
- KU21.** basic electronics of components such as diode, transformer, LED, photo transistor, capacitor, resistor, inductor, thermister
- KU22.** troubleshooting knowledge with respect to LCD/LED TV
- KU23.** importance of appliance placement

### **Generic Skills (GS)**

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

- GS1.** read and write in English or the preferred language
- GS2.** read and comprehend necessary documents
- GS3.** communicate in local/regional/English language
- GS4.** anticipate and avoid hazards that may occur during different processes

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Remove packaging and check accessories</i>	<b>7</b>	<b>4</b>	-	<b>1</b>
<b>PC1.</b> remove the packaging of the appliance delivered at the customer location	2	1	-	-
<b>PC2.</b> verify that the product matches the customer's order with all supporting accessories	2	1	-	1
<b>PC3.</b> check the availability of all tools and fitments for the installation	2	1	-	-
<b>PC4.</b> clear up the packaging material waste and dispose as per company's norms	1	1	-	-
<i>Install the TV and check functionality</i>	<b>12</b>	<b>10</b>	-	<b>1</b>
<b>PC5.</b> seek customer's input of placement of TV	2	1	-	1
<b>PC6.</b> measure length from the floor and the sides of the wall for drilling holes (if applicable)	2	1	-	-
<b>PC7.</b> attach mounting brackets at the back side of the TV in case of wall mounting	1	2	-	-
<b>PC8.</b> insert anchors into drilled holes, concealing necessary wires and connect from the nearest power supply	2	2	-	-
<b>PC9.</b> install the TV unit on appropriate stand/platform/wall mount while maintaining appropriate distance from the floor and walls as per instruction manual	2	1	-	-
<b>PC10.</b> plug in the power supply and demonstrate the features, utility of the TV set/remote control	2	1	-	-
<b>PC11.</b> educate customer on proper operation, precautions and maintenance procedures to be taken	1	2	-	-
<i>Repair dysfunctional TV</i>	<b>19</b>	<b>28</b>	-	<b>4</b>
<b>PC12.</b> diagnose the fault in the unit as per customer interaction and initial inspection like power supply module etc.	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> ensure that the fault is internal before disassembling the unit	1	3	-	1
<b>PC14.</b> unplug the power supply and any other equipment, if connected	2	1	-	1
<b>PC15.</b> remove the TV from the wall	2	1	-	-
<b>PC16.</b> remove the screws attached to the mounts and separate the rear cover from the system	1	3	-	-
<b>PC17.</b> examine various modules to locate exact fault	2	3	-	-
<b>PC18.</b> discharge any large capacitor and the charge stored in the cathode ray tube before diagnosis	1	3	-	-
<b>PC19.</b> check the fuse to ensure that the capacitor has not blown off and follow the current path to identify the fault	2	2	-	1
<b>PC20.</b> interpret instructions manual accurately to correlate the symptoms indicated with exact problem	1	2	-	-
<b>PC21.</b> send to factory for in depth diagnosis, if problem cannot be identified at site	2	2	-	-
<b>PC22.</b> repair/replace component at location, if the fault identified is due to damage of parts like fuse, PCBs etc.	1	2	-	-
<b>PC23.</b> schedule next appointment if the parts like picture tube can't be replaced on site	1	1	-	-
<b>PC24.</b> make necessary arrangements if the TV is required to be transported to service centre	1	1	-	1
<b>PC25.</b> reassemble the unit to check that all the modules of the unit are working as per specifications	1	2	-	-
<i>Confirm functionality of the repaired unit</i>	<b>2</b>	<b>8</b>	-	<b>4</b>
<b>PC26.</b> demonstrate functionality of the unit to the customer	1	2	-	1

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC27.</b> provide information to the customer about cleaning procedures and precautions to be taken in order to avoid recurrence of problem	-	2	-	1
<b>PC28.</b> complete all documentation procedures for complaint closure	1	2	-	1
<b>PC29.</b> collect necessary payments from the customer	-	2	-	1
<b>NOS Total</b>	<b>40</b>	<b>50</b>	<b>-</b>	<b>10</b>

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N3102
<b>NOS Name</b>	Install and repair dysfunctional TVs
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Consumer Electronics & IT Hardware
<b>Occupation</b>	AFTER SALES SERVICE
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	27/06/2025
<b>NSQC Clearance Date</b>	27/01/2022

## ELE/N9972: Communicate and coordinate effectively with others

### Description

This unit is about effective, respectful communication and coordination with supervisors and colleagues

### Scope

The scope covers the following :

- This unit/task covers the following:
- Communicate effectively with supervisor and colleagues
- Respect gender and ability differences

### Elements and Performance Criteria

#### *Communicate effectively with supervisor and colleagues*

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

- PC1.** communicate potential hazards of a particular location
- PC2.** comply with organisation's policies and procedures for working with colleagues
- PC3.** maintain personal hygiene and professional appearance
- PC4.** seek clarification on the information provided by supervisor, if needed
- PC5.** respect the personal and professional space of colleagues and superiors
- PC6.** report work completed as per the schedule to superior and inform of any deviations or anomalies
- PC7.** analyse and act on feedback received from supervisor

#### *Respect gender and ability differences*

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

- PC8.** work depicting proper behaviour towards all genders and people with disability
- PC9.** identify acts of discrimination and sexual harassment and report to concerned authorities

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of personal grooming
- KU2.** organisation's policy on code of conduct
- KU3.** organisation's reporting structure and documentation policy
- KU4.** how to communicate effectively through all means including face-to-face, telephonic as well as written
- KU5.** different types of information that colleagues might need and the importance of providing the same as and when required
- KU6.** rights and duties w.r.t PwD at workplace
- KU7.** organisation policies and standards to support PwD



- KU8.** gender and disability based concepts or issues such as social and cultural bias, gender roles stereotypes, gender inequality and discrimination, especially for women and transgender
- KU9.** organisation grievance redressal mechanisms and related legislations
- KU10.** health and safety precautions for all individuals, including PwD at workplace

### **Generic Skills (GS)**

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

- GS1.** listen actively and carefully in all interactions
- GS2.** communicate politely under all circumstances
- GS3.** report potential areas of disruptions to work process in writing or in person
- GS4.** maintain positive and effective relationships with others
- GS5.** decide when to report to supervisor and when to deal with a colleague depending on the type of concern
- GS6.** receive and act on supervisor's feedback in a constructive manner
- GS7.** speak, listen, and write using gender-inclusive or gender-neutral terms and gestures
- GS8.** be aware and accountable of ones own gender identity and role, as well as beliefs and practices about disability

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Communicate effectively with supervisor and colleagues</i>	<b>27</b>	<b>51</b>	-	-
<b>PC1.</b> communicate potential hazards of a particular location	4	7	-	-
<b>PC2.</b> comply with organisation's policies and procedures for working with colleagues	4	7	-	-
<b>PC3.</b> maintain personal hygiene and professional appearance	4	7	-	-
<b>PC4.</b> seek clarification on the information provided by supervisor, if needed	4	8	-	-
<b>PC5.</b> respect the personal and professional space of colleagues and superiors	3	8	-	-
<b>PC6.</b> report work completed as per the schedule to superior and inform of any deviations or anomalies	4	7	-	-
<b>PC7.</b> analyse and act on feedback received from supervisor	4	7	-	-
<i>Respect gender and ability differences</i>	<b>8</b>	<b>14</b>	-	-
<b>PC8.</b> work depicting proper behaviour towards all genders and people with disability	4	7	-	-
<b>PC9.</b> identify acts of discrimination and sexual harassment and report to concerned authorities	4	7	-	-
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N9972
<b>NOS Name</b>	Communicate and coordinate effectively with others
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic - Organizational Behaviour
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	27/01/2027
<b>NSQC Clearance Date</b>	27/01/2022

## ELE/N1003: Work effectively, sustainably and safely

### Description

This unit is about following health and safety procedures, waste management procedures and resource management in order to achieve required productivity and quality.

### Scope

The scope covers the following :

- This unit/task covers the following:
- Achieve optimum productivity and quality
- Implement health and safety procedures
- Organise waste management and recycling
- Conserve resources

### Elements and Performance Criteria

#### *Achieve optimum productivity and quality*

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

- PC1.** keep immediate work area clean and tidy
- PC2.** work effectively to meet daily target
- PC3.** deliver work of expected quality despite constraints
- PC4.** ensure timely completion of tasks
- PC5.** comply with organization's policies and procedures

#### *Implement health and safety procedures*

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

- PC6.** take ESD precautions while doing work
- PC7.** avoid any damage in components due to negligence in ESD procedures
- PC8.** participate in fire drills or any other safety workshops organised by the organisation
- PC9.** use appropriate Personal Protective Equipment (PPE) as advised by the organisation

#### *Organise waste management and recycling*

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

- PC10.** identify and segregate recyclable/non-recyclable and hazardous wastes
- PC11.** dispose waste as per the suggested procedures by the organization
- PC12.** participate in waste management and waste disposal workshops organised at workplace

#### *Conserve resources*

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

- PC13.** use all resources judiciously
- PC14.** perform routine cleaning of tools, machines and equipment
- PC15.** report malfunctioning of machines and equipment
- PC16.** connect electrical equipment and appliances properly when in use and turn off when not in use

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of time management
- KU2.** organizational safety and health policy
- KU3.** different waste categories such as dry, wet, recyclable, non-recyclable and single use plastic items
- KU4.** usage of different colours of dustbins to dispose waste
- KU5.** cause and effect of greening of jobs
- KU6.** methods of waste disposal
- KU7.** methods of recycling as well as repairing and reusing electronic components
- KU8.** efficient utilisation of material and water
- KU9.** basics of electricity and prevalent energy efficient devices
- KU10.** ways to recognise common electrical problems
- KU11.** common practices of conserving electricity

## Generic Skills (GS)

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

- GS1.** read job cards/complaint registers for the work requirement
- GS2.** organise work and be punctual
- GS3.** read instructions, warnings, labels on equipment while doing work
- GS4.** escalate any health and safety issues to supervisors
- GS5.** report any inappropriate incidents/issues to the relevant person
- GS6.** write in local/English language and complete written work with attention to detail

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Achieve optimum productivity and quality</i>	<b>12</b>	<b>18</b>	-	-
<b>PC1.</b> keep immediate work area clean and tidy	2	4	-	-
<b>PC2.</b> work effectively to meet daily target	2	4	-	-
<b>PC3.</b> deliver work of expected quality despite constraints	2	3	-	-
<b>PC4.</b> ensure timely completion of tasks	3	4	-	-
<b>PC5.</b> comply with organization's policies and procedures	3	3	-	-
<i>Implement health and safety procedures</i>	<b>9</b>	<b>14</b>	-	-
<b>PC6.</b> take ESD precautions while doing work	2	4	-	-
<b>PC7.</b> avoid any damage in components due to negligence in ESD procedures	2	3	-	-
<b>PC8.</b> participate in fire drills or any other safety workshops organised by the organisation	2	3	-	-
<b>PC9.</b> use appropriate Personal Protective Equipment (PPE) as advised by the organisation	3	4	-	-
<i>Organise waste management and recycling</i>	<b>8</b>	<b>12</b>	-	-
<b>PC10.</b> identify and segregate recyclable/non-recyclable and hazardous wastes	3	4	-	-
<b>PC11.</b> dispose waste as per the suggested procedures by the organization	2	4	-	-
<b>PC12.</b> participate in waste management and waste disposal workshops organised at workplace	3	4	-	-
<i>Conserve resources</i>	<b>11</b>	<b>16</b>	-	-
<b>PC13.</b> use all resources judiciously	2	4	-	-
<b>PC14.</b> perform routine cleaning of tools, machines and equipment	3	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC15.</b> report malfunctioning of machines and equipment	3	4	-	-
<b>PC16.</b> connect electrical equipment and appliances properly when in use and turn off when not in use	3	4	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N1003
<b>NOS Name</b>	Work effectively, sustainably and safely
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic - Health Safety
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	27/01/2027
<b>NSQC Clearance Date</b>	27/01/2022

## 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 50% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.



### Minimum Aggregate Passing % at QP Level : 50

(**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/N3101.Engage with customer for service	40	50	-	10	100	35
ELE/N3102.Install and repair dysfunctional TVs	40	50	-	10	100	35
ELE/N9972.Communicate and coordinate effectively with others	35	65	-	-	100	15
ELE/N1003.Work effectively, sustainably and safely	40	60	-	-	100	15
<b>Total</b>	<b>155</b>	<b>225</b>	<b>-</b>	<b>20</b>	<b>400</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
<b>QP</b>	Qualification Pack
<b>NSQF</b>	National Skills Qualification Framework
<b>NSQC</b>	National Skills Qualification Committee

## 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.

<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory) trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended) trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.