IT Coordinator In School

QP Code: ELE/Q4701

Version: 2.0

NSQF Level: 4

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Qualification Pack

Contents

ELE/Q4701: IT Coordinator In School

Brief Job Description

The individual at work is responsible for operating and maintaining e-learning hardware as well as updating and operating e-learning application. The individual also assists teachers and students in operating the e-learning applications.

Personal Attributes

The individual must have the ability to build interpersonal relationships, willingness to learn, teaching orientation focussed on children. The individual must also possess important attributes such as punctuality, amenable behaviour, patience, good interpersonal relationship building, trustworthiness, integrity, and critical thinking

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. ELE/N4701: Manage computing and display systems

2. ELE/N4702: Manage e-learning curriculum

3. ELE/N9905: Work effectively at the workplace

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

Qualification Pack (QP) Parameters

Sector	Electronics
Sub-Sector	Consumer Electronics & IT Hardware
Occupation	E-learning Management
Country	India
NSQF Level	4
Credits	NA
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3512.0501

Minimum Educational Qualification & Experience	8th Class (+ ITI (2 years after 8th) with 2 years of relevant Experience) OR 10th Class (with 2 years of relevant Experience OR I.T.I (after 10th) OR 12th Class) OR Certificate (NSQF Level-3 in Remote Helpdesk Technician with 2 years of relevant Experience)
Minimum Level of Education for Training in School	8th Class
Pre-Requisite License or Training	Remote helpdesk technician and maintenance of computers, projectors
Minimum Job Entry Age	18 Years
Last Reviewed On	27/01/2022
Next Review Date	02/06/2025
Deactivation Date	31/07/2024
NSQC Approval Date	27/01/2022
Version	2.0
Reference code on NQR	2022/EHW/ESSC/05117
NQR Version	1.0

Remarks:

NA

ELE/N4701: Manage computing and display systems

Description

This NOS unit is about managing various hardware equipment used in e-learning training such as computers, peripherals, projectors and display units including operation and troubleshooting.

Scope

The scope covers the following :

- This unit/ task covers the following:
- Identify work requirement
- Install and operate e-learning equipment
- Maintain e-learning hardware/software
- Coordinate with customer care centre/repair centre

Elements and Performance Criteria

Identify work requirement

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

PC1.   determine the number of classrooms to be attended and hardware to be maintained

PC2.   identify the persons to coordinate with for any assistance

PC3.   analyse latest computing/display products and technology

PC4.   analyse the e-learning training delivery method and the equipment used for the same

Install and operate e-learning equipment

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

PC5.   assist installation technician in installing hardware at the correct place in the classrooms for enabling efficient teaching

PC6.   maintain records of operation manuals, identification details of equipment such as serial numbers, warranty details, repair complaint procedure during installation

PC7.   demonstrate operation of different equipment used in training delivery such as interactive white board, computer desktop or laptop, printer, projector, speakers, video camera, UPS, cabinet

PC8.   assist teachers and students in operating hardware such as interactive white board during training session

PC9.   provide assistance to teachers in using e-content for teaching in the class

PC10.   resolve queries of students and teachers related to machine/equipment operation

Maintain e-learning hardware/software

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

PC11.   maintain the equipment installed in classrooms to ensure there are no complaints related to equipment functioning

PC12.   run antivirus and other relevant protective applications as scheduled

PC13.   check for malfunction of software and hardware as scheduled or required

PC14.   update latest versions of related software and antivirus software installed

PC15. check for authenticity of software installed so as to discourage use of pirated and unlicensed software/applications

PC16. analyse the hardware related concerns raised by the school to troubleshoot them accordingly

PC17. diagnose the problem, if any, in the system accurately

PC18. perform necessary steps to resolve problems to ensure no disruptions in teaching

Coordinate with customer care centre/repair centre

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

PC19. perform steps to register complaint with customer care while explaining the symptoms clearly and note reference number as well as turnaround time for repairing

PC20. inform spares centre if any replacement of module or equipment is required

PC21. arrange for alternative systems to prevent disruption in training

PC22. interact with remote technical helpdesk for support in diagnosing problems in hardware

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. institution's code of conduct, culture, documentation policy and reporting structure

KU2. human resource and performance evaluation policy

KU3. internal process system such as ERP followed in the school

KU4. institution's affiliation with educational boards

KU5. products, features, purpose and functionalities of e-learning and learning tools

KU6. school's e-learning modules and curriculum

KU7. basics of IT hardware equipment and maintenance

KU8. e-learning related hardware equipment

KU9. processes of installation and disassembling of learning related equipment

KU10. basic electronics of system hardware

KU11. functions of interactive white board and all touch features

KU12. relevant reference sheets, manuals and documents to be used at work

KU13. warranty and after sales support details on hardware equipment used in schools

KU14. how to operate computer, use internet, microsoft package and other applications

Generic Skills (GS)

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

GS1. write clearly in English language

GS2. read and comprehend manuals/text material/documents

GS3. communicate in local/regional/English language

GS4. interact with others in a polite and courteous manner

GS5. listen carefully and respond appropriately

GS6. maintain proper etiquette while dealing with others

GS7. interpret information clearly

GS8. improve work processes

GS9. ensure customer satisfaction

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Identify work requirement	**6**	**6**	**-**	**1**
PC1. determine the number of classrooms to be attended and hardware to be maintained	2	-	-	-
PC2. identify the persons to coordinate with for any assistance	2	-	-	-
PC3. analyse latest computing/display products and technology	1	3	-	1
PC4. analyse the e-learning training delivery method and the equipment used for the same	1	3	-	-
Install and operate e-learning equipment	**13**	**17**	**-**	**5**
PC5. assist installation technician in installing hardware at the correct place in the classrooms for enabling efficient teaching	2	4	-	1
PC6. maintain records of operation manuals, identification details of equipment such as serial numbers, warranty details, repair complaint procedure during installation	1	2	-	-
PC7. demonstrate operation of different equipment used in training delivery such as interactive white board, computer desktop or laptop, printer, projector, speakers, video camera, UPS, cabinet	3	5	-	2
PC8. assist teachers and students in operating hardware such as interactive white board during training session	2	3	-	1
PC9. provide assistance to teachers in using e-content for teaching in the class	2	3	-	1
PC10. resolve queries of students and teachers related to machine/equipment operation	3	-	-	-
Maintain e-learning hardware/software	**16**	**21**	**-**	**3**
PC11. maintain the equipment installed in classrooms to ensure there are no complaints related to equipment functioning	2	3	-	1

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. run antivirus and other relevant protective applications as scheduled	1	1	-	-
PC13. check for malfunction of software and hardware as scheduled or required	3	4	-	1
PC14. update latest versions of related software and antivirus software installed	2	2	-	-
PC15. check for authenticity of software installed so as to discourage use of pirated and unlicensed software/applications	2	2	-	-
PC16. analyse the hardware related concerns raised by the school to troubleshoot them accordingly	2	3	-	1
PC17. diagnose the problem, if any, in the system accurately	2	3	-	-
PC18. perform necessary steps to resolve problems to ensure no disruptions in teaching	2	3	-	-
Coordinate with customer care centre/repair centre	**5**	**6**	**-**	**1**
PC19. perform steps to register complaint with customer care while explaining the symptoms clearly and note reference number as well as turnaround time for repairing	2	2	-	-
PC20. inform spares centre if any replacement of module or equipment is required	-	2	-	-
PC21. arrange for alternative systems to prevent disruption in training	2	-	-	-
PC22. interact with remote technical helpdesk for support in diagnosing problems in hardware	1	2	-	1
NOS Total	**40**	**50**	**-**	**10**

National Occupational Standards (NOS) Parameters

NOS Code	ELE/N4701
NOS Name	Manage computing and display systems
Sector	Electronics
Sub-Sector	Consumer Electronics & IT Hardware
Occupation	E Learning Management
NSQF Level	4
Credits	TBD
Version	2.0
Last Reviewed Date	27/01/2022
Next Review Date	27/06/2025
NSQC Clearance Date	27/01/2022

ELE/N4702: Manage e-learning curriculum

Description

This NOS unit is about understanding the e-learning module used in the school, operating e-learning application, maintaining e-curriculum, preparing content and assisting teachers for effective training delivery.

Scope

The scope covers the following :

- This unit/ task covers the following:
- Analyse different aspects of e-learning application
- Prepare content as per requirement
- Resolve content/application/hardware related queries

Elements and Performance Criteria

Analyse different aspects of e-learning application

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

PC1. collect detailed information pertaining to e-learning application used by the school

PC2. analyse different training delivery methods available and the format of learning modules

PC3. evaluate the design of application w.r.t the various modules of learning curriculum, subjects, contents, chapters etc.

PC4. identify multimedia contents used in the training and their purpose

Prepare content as per requirement

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

PC5. coordinate with teachers to understand their requirement

PC6. create an outline of content from the syllabus for daily training

PC7. perform steps to extract content from different chapters relevant for training

PC8. prepare the content for training such as in presentation mode etc.

PC9. develop content appropriate for the curriculum by referring to websites and pictures

PC10. raise any concerns or queries to learning centre or content centre to get clarification on the content or usage of content

PC11. resolve queries raised on the content and presentation on the application

PC12. provide information to the teacher on the relevance of content prepared

PC13. provide valid inputs to content development for content and design modification based on teachers' feedback as well as suggestions of principal and students

PC14. implement any additional content whenever developed

Resolve content/application/hardware related queries

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

PC15. coordinate the content development team to resolve the queries raised by teachers so as to avoid disruption of classroom

PC16. assist teacher in use of computers such as switching to different screens as required, usage of links, icons and understanding the operation of hardware equipment

PC17. assist teachers in familiarisation with content design for daily classroom training

PC18. resolve any queries from teachers on usage of application and hardware

PC19. identify updates in the application and include them

PC20. perform necessary steps to achieve smooth functioning of the e-learning training delivery mechanism

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. institution's code of conduct, culture, documentation policy and reporting structure

KU2. human resource and performance evaluation policy

KU3. internal process system such as ERP followed in the school

KU4. institution's affiliation with educational boards

KU5. products, features, purpose and functionalities of e-learning and learning tools

KU6. basics of IT hardware equipment and maintenance

KU7. functions of interactive white board and all touch features

KU8. usage of icons, links in the content and their purpose

KU9. school's e-learning modules, design of curriculum and content in the application

KU10. chapter classification in the syllabus

KU11. all controls and specification of the application and software

KU12. extraction of relevant content for daily training delivery and converting it to any required document type

KU13. relevant reference sheets, manuals and documents to be used at work

KU14. warranty and after sales support details on hardware equipment used in schools

KU15. how to operate computer, use internet, microsoft package and other applications

Generic Skills (GS)

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

GS1. write in English language clearly

GS2. read and comprehend manuals/text material/documents

GS3. communicate in local/regional/English language

GS4. interact with others in a polite and courteous manner

GS5. listen carefully and respond appropriately

GS6. prioritise work as per the schedule

GS7. maintain proper etiquette while dealing with teachers and students and others

GS8. interpret information clearly

GS9. improve work processes

GS10. ensure customer satisfaction

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Analyse different aspects of e-learning application	**8**	**16**	**-**	**3**
PC1. collect detailed information pertaining to e-learning application used by the school	2	4	-	1
PC2. analyse different training delivery methods available and the format of learning modules	2	4	-	1
PC3. evaluate the design of application w.r.t the various modules of learning curriculum, subjects, contents, chapters etc.	2	4	-	1
PC4. identify multimedia contents used in the training and their purpose	2	4	-	-
Prepare content as per requirement	**19**	**23**	**-**	**5**
PC5. coordinate with teachers to understand their requirement	2	-	-	-
PC6. create an outline of content from the syllabus for daily training	2	4	-	1
PC7. perform steps to extract content from different chapters relevant for training	2	4	-	1
PC8. prepare the content for training such as in presentation mode etc.	2	4	-	1
PC9. develop content appropriate for the curriculum by referring to websites and pictures	2	5	-	1
PC10. raise any concerns or queries to learning centre or content centre to get clarification on the content or usage of content	-	3	-	-
PC11. resolve queries raised on the content and presentation on the application	2	-	-	-
PC12. provide information to the teacher on the relevance of content prepared	2	-	-	-
PC13. provide valid inputs to content development for content and design modification based on teachers' feedback as well as suggestions of principal and students	3	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. implement any additional content whenever developed	2	3	-	1
Resolve content/application/hardware related queries	**13**	**11**	**-**	**2**
PC15. coordinate the content development team to resolve the queries raised by teachers so as to avoid disruption of classroom	2	-	-	-
PC16. assist teacher in use of computers such as switching to different screens as required, usage of links, icons and understanding the operation of hardware equipment	2	4	-	1
PC17. assist teachers in familiarisation with content design for daily classroom training	2	3	-	1
PC18. resolve any queries from teachers on usage of application and hardware	3	-	-	-
PC19. identify updates in the application and include them	2	-	-	-
PC20. perform necessary steps to achieve smooth functioning of the e-learning training delivery mechanism	2	4	-	-
NOS Total	**40**	**50**	**-**	**10**

National Occupational Standards (NOS) Parameters

NOS Code	ELE/N4702
NOS Name	Manage e-learning curriculum
Sector	Electronics
Sub-Sector	Consumer Electronics & IT Hardware
Occupation	E Learning Management
NSQF Level	4
Credits	TBD
Version	2.0
Last Reviewed Date	27/01/2022
Next Review Date	27/06/2025
NSQC Clearance Date	27/01/2022

ELE/N9905: Work effectively at the workplace

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

Communicate effectively at the workplace

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

PC1. exchange information and instruction with colleagues, and seek clarifications and feedback as necessary

PC2. assist colleagues where required

PC3. follow business communication etiquette in all interactions and communicative formats (online, digital, and in-person)

PC4. document and share all relevant information with stakeholders in agreed formats and as per agreed timelines

Work effectively

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

PC5. identify and obtain clarity regarding organisational, team and own goals and targets

PC6. prioritise and plan work in order to achieve goals and targets

PC7. monitor own and team performance as per agreed plan

PC8. complete duties accurately, systematically and within required timeframes

PC9. express emotions appropriately at the workplace and manage own response to heightened emotions

PC10. maintain orderliness and cleanliness in the work area

Maintain and enhance professional competence

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

PC11. identify own strengths and weaknesses in relation to goals and targets

PC12. adapt self, service, or product to meet success criteria

PC13. seek and select opportunities for continuous professional development

PC14. formulate a professional development plan to enhance capabilities

PC15. build or contribute to the organizational knowledge base of cases, clients, issues, solutions, and innovations

PC16. examine developments and trends in field of work and their potential impact on work

PC17. take feedback from peers, supervisors and clients to improve own performance and practices

Work in a disciplined and ethical manner

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

PC18. perform tasks as per workplace standards, organisational policies and legislative requirements

PC19. display appropriate professional appearance at the workplace and adhere to the organisational dress code

PC20. demonstrate responsible and disciplined behaviour at the workplace such as punctuality; completing tasks as per given time and standards; demonstrating professional behaviour at all times, adopting environment- friendly practices, etc.

PC21. identify the cause of conflict and options for resolution with peers or escalate grievances and problems to appropriate authority as per procedure for conflict resolution

PC22. protect the rights of the client and organisation when delivering services

PC23. ensure services are delivered equally to all clients regardless of personal and cultural beliefs

PC24. operate within an agreed ethical code of practice and report unethical conduct to the appropriate authorities

PC25. follow organisational guidelines and legal requirements on disclosure and confidentiality

Uphold social diversity at the workplace

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

PC26. recognize and evaluate biased practices against underrepresented groups like women and persons with disabilities, in workplace systems and processes

PC27. identify and report discrimination and harassment based on gender, disability, or cultural difference at the workplace

PC28. use inclusive or neutral language and gestures in all interactions

PC29. respect the personal and professional space of others

PC30. access grievance redressal mechanisms as per legislations

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. organisation's policies on dress code, workplace timings, workplace behaviour, performance management, incentives, delivery standards, information security, etc.

KU2. organizational hierarchy and escalation matrix

KU3. importance of the individual's role in the workflow

KU4. organisational norms on health, safety and sustainability

KU5. work area inspection procedures and practices

KU6. professional etiquette and grooming

KU7. communication etiquette across communicative mediums (online, digital, and in-person) including strategies/methods for sharing information, documentation, and providing and receiving feedback

KU8. importance of self-evaluations and developing a continuous learning and professional development plan

KU9. developments and trends impacting professional practice

KU10. importance of taking and using feedback from colleagues and clients to identify and introduce improvements in work performance

KU11. professional ethics and workplace norms on reporting and/or penalizing unethical behaviour and practices.

KU12. guidelines and legal requirements on disclosure, confidentiality, and conflicts of interest

KU13. strategies for collaboration with colleagues and clients.

KU14. professional responses and strategies against inappropriate language or behaviour toward self and others

KU15. Implicit bias (based on gender, disability, class, caste, colour, race, culture, religion, etc.) and its consequences in the workplace

KU16. organizational guidelines, prevalent legislations and accessibility norms and processes to support PwDs at the workplace

KU17. strategies for time, effort and resource allocation towards the goals.

KU18. basic concepts of work productivity including waste reduction, efficient material usage and optimization of time

Generic Skills (GS)

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

GS1. complete documentation and forms such as work orders, invoices maintenance records activity logs, attendance sheets as per organizational format in English and/or local language

GS2. write basic accident or incident report accurately in an appropriate format

GS3. read warnings, instructions and other text material on product labels, components, etc. and relevant signages, warnings, labels or descriptions on equipment, etc. while carrying out work activities

GS4. convey and share technical information clearly using appropriate language

GS5. clarify task-related information

GS6. liaise with authorities and supervisors as per organizational protocol

GS7. listen, speak, and write in an inclusive, respectful manner in line with organizational protocol

GS8. seek clarification from immediate supervisor or responsible authority or exercise most appropriate solutions to safety breaches at work

GS9. report to the supervisor and when to deal with a colleague depending on the type of concern

GS10. deliver product to next work process on time

GS11. improve work process and report potential areas of delays and disruptions

GS12. communicate problems appropriately to others

GS13. identify symptoms of the fault to the cause of the problem and resolve, otherwise seek assistance and support from other sources to solve the problem

GS14. anticipate and avoid hazards that may occur during repairs because of tools, materials used or repair processes

GS15. complete tasks efficiently and accurately within stipulated time

GS16. appreciate and respect social diversity in all professional settings

GS17. develop awareness and accountability for perspectives on gender, disabilities, and socio-cultural issues leading to discrimination, bias, or harassment at the workplace

GS18. maintain positive and effective relationships with colleagues and customers

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Communicate effectively at the workplace	**5**	**13**	**-**	**-**
PC1. exchange information and instruction with colleagues, and seek clarifications and feedback as necessary	1	3	-	-
PC2. assist colleagues where required	1	3	-	-
PC3. follow business communication etiquette in all interactions and communicative formats (online, digital, and in-person)	1	4	-	-
PC4. document and share all relevant information with stakeholders in agreed formats and as per agreed timelines	2	3	-	-
Work effectively	**6**	**13**	**-**	**-**
PC5. identify and obtain clarity regarding organisational, team and own goals and targets	1	2	-	-
PC6. prioritise and plan work in order to achieve goals and targets	1	2	-	-
PC7. monitor own and team performance as per agreed plan	1	2	-	-
PC8. complete duties accurately, systematically and within required timeframes	1	2	-	-
PC9. express emotions appropriately at the workplace and manage own response to heightened emotions	1	2	-	-
PC10. maintain orderliness and cleanliness in the work area	1	3	-	-
Maintain and enhance professional competence	**8**	**7**	**-**	**-**
PC11. identify own strengths and weaknesses in relation to goals and targets	1	1	-	-
PC12. adapt self, service, or product to meet success criteria	1	1	-	-
PC13. seek and select opportunities for continuous professional development	1	1	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. formulate a professional development plan to enhance capabilities	2	1	-	-
PC15. build or contribute to the organizational knowledge base of cases, clients, issues, solutions, and innovations	1	1	-	-
PC16. examine developments and trends in field of work and their potential impact on work	1	1	-	-
PC17. take feedback from peers, supervisors and clients to improve own performance and practices	1	1	-	-
Work in a disciplined and ethical manner	**11**	**16**	**-**	**-**
PC18. perform tasks as per workplace standards, organisational policies and legislative requirements	2	2	-	-
PC19. display appropriate professional appearance at the workplace and adhere to the organisational dress code	1	2	-	-
PC20. demonstrate responsible and disciplined behaviour at the workplace such as punctuality; completing tasks as per given time and standards; demonstrating professional behaviour at all times, adopting environment- friendly practices, etc.	1	2	-	-
PC21. identify the cause of conflict and options for resolution with peers or escalate grievances and problems to appropriate authority as per procedure for conflict resolution	2	2	-	-
PC22. protect the rights of the client and organisation when delivering services	1	2	-	-
PC23. ensure services are delivered equally to all clients regardless of personal and cultural beliefs	1	2	-	-
PC24. operate within an agreed ethical code of practice and report unethical conduct to the appropriate authorities	2	2	-	-
PC25. follow organisational guidelines and legal requirements on disclosure and confidentiality	1	2	-	-
Uphold social diversity at the workplace	**10**	**11**	**-**	**-**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC26. recognize and evaluate biased practices against underrepresented groups like women and persons with disabilities, in workplace systems and processes	2	2	-	-
PC27. identify and report discrimination and harassment based on gender, disability, or cultural difference at the workplace	2	2	-	-
PC28. use inclusive or neutral language and gestures in all interactions	2	2	-	-
PC29. respect the personal and professional space of others	2	2	-	-
PC30. access grievance redressal mechanisms as per legislations	2	3	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

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

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

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

Deal with workplace hazards

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

PC1. identify job-site hazards and possible causes of accident in the workplace

PC2. perform work complying to organizational safe working practices and observing hazard signs displayed on containers, equipment and in various work areas such as inside buildings, in open areas and public spaces, etc.

PC3. use appropriate personal protective equipment (PPE) for specific tasks and work conditions, contaminant (concentration w.r.t air) requirements and severity of hazard while conforming to the Indian/International standards

PC4. follow standard safety procedures while handling tool/ ,equipment, hazardous substances and while working in hazardous environments

PC5. dispose electronic waste (such as toxins; metals such as lead, cadmium, barium; flame retardant plastics, welding slag etc.) as per industry approved techniques

PC6. avoid damage of components due to negligence in electrostatic discharge (ESD) procedures

PC7. locate general health and safety equipment in the workplace such as fire extinguishers; first aid equipment; safety instruments, clothing and installations (fire exits, exhaust fans)

PC8. maintain appropriate posture while handling heavy objects

PC9. apply good housekeeping practices at all times

Apply fire safety practices

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

PC10. take preventive measures to prevent fire hazards

PC11. • use appropriate fire extinguishers for different types of fires
• Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no l

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

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

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. • use appropriate fire extinguishers for different types of fires • Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no l	1	3	-	-
PC12. exhibit rescue and first-aid techniques in case of fire or electrocution	1	3	-	-
Follow emergencies, rescue and first-aid procedures	**6**	**13**	**-**	**-**
PC13. administer appropriate first aid to victims in case of bleeding, burns, choking, electric shock, poisoning etc.	1	3	-	-
PC14. administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock,	1	2	-	-
PC15. participate regularly in emergency procedures such as raising alarm, safe/efficient, evacuation, correct means of taking shelter and escaping, correct assembly point, roll call, correct return to work	2	4	-	-
PC16. use correct method to move injured people and others during an emergency	2	4	-	-
Effective waste management/recycling practices	**5**	**12**	**-**	**-**
PC17. identify recyclable and non-recyclable, and hazardous waste generated	1	3	-	-
PC18. segregate waste into different categories	1	2	-	-
PC19. ensure disposal of non-recyclable waste appropriately	1	2	-	-
PC20. deposit non-recyclable and reusable material at identified location	1	3	-	-
PC21. follow processes specified for disposal of hazardous waste	1	2	-	-

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

National Occupational Standards (NOS) Parameters

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

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.

2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.

3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).

5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criterion.

6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.

7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 70

(**Please note**: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
ELE/N4701.Manage computing and display systems	40	50	-	10	100	35
ELE/N4702.Manage e-learning curriculum	40	50	-	10	100	35
ELE/N9905.Work effectively at the workplace	40	60	-	-	100	15
ELE/N1002.Apply health and safety practices at the workplace	35	65	-	-	100	15
Total	**155**	**225**	**-**	**20**	**400**	**100**

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards

Glossary

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

Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory) trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended) trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.