



# Model Curriculum

**QP Name: Line Assembler – Telecom Products**

**QP Code: TEL/Q2502**

**QP Version: 2.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

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# Training Parameters

Sector	Telecom
Sub-Sector	Handset
Occupation	Communication Electronics
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3114.1402
Minimum Educational Qualification & Experience	<p>Class 12<sup>th</sup></p> <p><b>OR</b></p> <p>Class 10<sup>th</sup> + ITI (Electronics/Telecom /IT and other relevant fields)</p> <p><b>OR</b></p> <p>Class 10<sup>th</sup> with 2 years of relevant experience</p> <p><b>OR</b></p> <p>Class 8<sup>th</sup> + ITI (Electronics/Telecom /IT and other relevant fields) with 2 years of relevant experience</p> <p><b>OR</b></p> <p>Diploma after Class 10<sup>th</sup> (Electronics/Telecom /IT and other relevant fields)</p> <p><b>OR</b></p> <p>Certified in NSQF-L3 Hand Soldering Technician with 2 Years of relevant experience</p>
Pre-Requisite License or Training	NA
Minimum Job Entry Age	17 Years
Last Reviewed On	24/02/2022
Next Review Date	24/02/2026
NSQC Approval Date	24/02/2022
Version	2.0
Model Curriculum Creation Date	24/02/2022
Model Curriculum Valid Up to Date	24/02/2026
Model Curriculum Version	2.0
Minimum Duration of the Course	510 Hours, 0 Minutes
Maximum Duration of the Course	510 Hours, 0 Minutes

# Program Overview

This section summarizes the end objectives of the program along with its duration.

## Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Preparing screen printing of telecom boards.
- Demonstrate components placement on telecom board.
- Demonstrate the process of soldering reflow on telecom boards.
- Perform cleaning and inspection of telecom boards.
- Organize work and resources as per health and safety standards.
- Communicate, develop interpersonal skills, and develop sensitization towards gender and person with disability.

## Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Introduction to the role of Line Assembler – Telecom Product Module 1: Bridge Module	08:00	00:00	00:00	-	08:00
<b>TEL/N2506– Preparing Workspace for assembly operations</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 4</b>	<b>40:00</b>	<b>60:00</b>	<b>60:00</b>	-	<b>160:00</b>
Module 2: Preparing Workspace for assembly operations	40:00	60:00	60:00		160:00
<b>TEL/N2507– Assembly operations in production line</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 4</b>	<b>50:00</b>	<b>67:00</b>	<b>30:00</b>		<b>147:00</b>
Module 3: Assembly operations in production line	50:00	67:00	30:00		147:00
<b>TEL/N2508 – ESD safe procedures and practices</b> <b>NOS Version No. 2.0</b> <b>NSQF Level 4</b>	<b>20:00</b>	<b>25:00</b>	<b>30:00</b>		<b>75:00</b>
Module 4: ESD safe procedures and practices	20:00	25:00	30:00		75:00

<b>(Bridge Modules) - Industrial Education NOS Version No. 2.0 NSQF Level 4</b>	<b>30:00</b>	<b>10:00</b>	<b>00:00</b>	<b>-</b>	<b>40:00</b>
Module 5: Industrial Education	30:00	10:00	00:00	-	40:00
<b>TEL/N9101 – Organize work and resources as per health and safety standards NOS Version No. 1.0 NSQF Level 4</b>	<b>16:00</b>	<b>24:00</b>	<b>00:00</b>	<b>-</b>	<b>40:00</b>
Module 6: Plan Work Effectively, Optimise Resources and Implement Safety Practices	16:00	24:00	00:00	-	40:00
<b>TEL/N9102 – Communicate effectively with team members and customers NOS Version No. 1.0 NSQF Level 4</b>	<b>16:00</b>	<b>24:00</b>	<b>00:00</b>	<b>-</b>	<b>40:00</b>
Module 7: Communication and interpersonal skills	16:00	24:00	00:00	-	40:00
<b>Total Duration</b>	<b>180:00</b>	<b>210:00</b>	<b>120:00</b>	<b>-</b>	<b>510:00</b>

# Module Details

## Module 1: Introduction to the Role of Line Assembler – Telecom Products Mapped to Bridge Module

### Terminal Outcomes:

- Identify the role, responsibilities and scope of work of a Handset & Tablet Technician.
- Discuss how to plan work effectively, implement safety practices and optimize use of resources.

Duration: 08:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Understand the fundamentals of electronics.</li> <li>• Understanding various Active &amp; Passive components and also about Resistors, capacitors, inductors and colour coding of capacitors and resistors.</li> <li>• Understand Diode – Switch and rectifier, Transistor – amplifier and switch, Logic Gates</li> <li>• Basic knowledge of electronic circuits and functions (transmitters, receivers, switches, power supplies, amplifiers, multiplexers, couplers, registers, memory and all RF circuits in telecom equipment</li> <li>• Introduction to PCB</li> <li>• Multi layered PCB – important concepts</li> <li>• Understanding the properties of copper – clad laminates (CCL), layout design and planning</li> <li>• Cleaning of Boards before pattern transfer</li> </ul>	
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
Documents of standard operating procedures, code of conduct, checklists, installation and troubleshooting tools/equipment’s, status report	

## Module 2: Preparing Workspace for assembly operations

Mapped to TEL/N2506, v2.0

### Terminal Outcomes:

- Arrange tools and equipment for assembly operations of telecom devices/products.
- Demonstrate the process of safe handling of tools and consumables.

<b>Duration: 40:00</b>	<b>Duration: 60:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify tools and equipment after understanding the types of mechanical parts like screws, nuts, securing clips and their applicability.</li> <li>• Arrange basic assembly tools and range of hand tools.</li> <li>• Understand types of semi-automatic tools used for electronics components fitment/ forming/ preparation like thermal wire strippers, adjustable electronic board holders, led free soldering tools, precision screwdriver set, workstation.</li> <li>• Different types of consumables used for soldering and their applicability.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw correct components from the store by understanding different types of electronic parts/components.</li> <li>• Demonstrate use of mechanical parts like screws, nuts, identification of types and importance of use for assembly.</li> <li>• Demonstrate use of hand tools like screw drivers, electric screw drivers, spanners, forceps, forming players, cutters etc.</li> <li>• Demonstrate storage and handling before usage of consumables like thawing, stirring, etc.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
<p>Complete Knock Down Kits for handsets/smartphones, Workbench (ESD Safe) - Tools &amp; Equipment (Precision Screwdrivers, Soldering Station (temperature control), Solder, flux, jumper wires, cutter, tweezer, wire strippers etc.), Fume extractor, Flux, Sponge, Brass wool (for bit cleaning), ESO Brush (only at cleaning Stage), IPA, lint free cloth, automatic screwing machine.</p> <p>Personal Protection Equipment: safety glasses, head protection, warning signs and tapes.</p>	

## Module 3: Assembly operations in production line

Mapped to TEL/N2507, v2.0

### Terminal Outcomes:

- Perform assembly operations of telecom devices/products
- Demonstrate post-assembly activities

<b>Duration: 50:00</b>	<b>Duration: 67:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Ascertain availability of all parts/ components, tools, and equipment of telecom devices/products</li> <li>• Understand basic units of measurement used in voltage, current, resistance and power measurements, frequency, RF, w.r.t telecommunication equipment.</li> <li>• Understand basic concepts of shopfloor work productivity including waste reduction, efficient material usage and optimization of time.</li> <li>• Handling of critical parts during assembly and consumables</li> <li>• Hands-on with basic soldering techniques, type of soldering defects, their effect on performance and rework process</li> <li>• Handling of different kinds of electronic parts/components &amp; connectors and understanding of specifications</li> <li>• Understand Handset Assembly operation stages</li> <li>• Undertake assembly operation</li> <li>• Fire-up the handset by uploading OS and core Apps</li> <li>• Understand Electronic Component Specifications &amp; undertake Testing</li> <li>• Undertake RF Measurement and use of related equipment's (Network Analysers, Spectrum Analysers, Signal Generators, Power meters, Oscilloscopes) to ascertain performance of assembled handset</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate different types of hand tools and semi-automatic tools used for electronics components, tweezers, forming tools, pliers, cutters, wire strippers, de-soldering pump etc.</li> <li>• Select correct solder bit, soldering wire and correct flux and check component leads and boards for any contamination.</li> <li>• Demonstrate PCBs (bare board) baking, storage, and handling of critical parts during assembly and consumables handling like flux, paste etc.</li> <li>• Illustrate diagrams, drawings, assembly drawings, specifications and schedules pertaining to electronics line assembly/ production</li> <li>• Demonstrate the functions of electronic circuits and transmitters, receivers, switches, power supplies, amplifiers, multiplexers, couplers, registers, memory, and all RF circuits in telecom equipment</li> <li>• Demonstrate understanding of the work instructions and familiarity with the assembly</li> <li>• Demonstrate arrangement of components as per the assembly instructions</li> <li>• Verify specifications of components as per Drawing &amp; Bill of Material (BOM)</li> <li>• Confirm availability of all parts/components, tools, and equipment's of telecom devices/products</li> <li>• Analyse various factors to be considered before accepting job</li> <li>• Identify and draw tools and equipment requirement as per the work instructions</li> <li>• Contract and commission job requirement, processes and documentation as required</li> </ul>
<b>Classroom Aids:</b>	



Laptop, white board, marker, projector

### **Tools, Equipment and Other Requirements**

Complete Knock Down Kits for handsets/smartphones, Workbench (ESD Safe) – Tools & Equipment (Precision Screwdrivers, Soldering Station (temperature control), solder, flux, jumper wires, cutter, tweezers, wire strippers etc.), Fume extractor, Flux, Sponge, Brass wool (for bit cleaning), ESD Brush (only at cleaning stage), IPA, lint free cloth, automatic screwing machine.  
Personal Protection Equipment: safety glasses, head protection, warning signs and tapes.

## Module 4: ESD safe procedures and practices Mapped to TEL/N2508, v2.0

### Terminal Outcomes:

- Demonstrate safe handling of ESD equipment and storage and avoid ESD failures
- Demonstrate grounding paths and various methods/accessories used for grounding in the work area

<b>Duration: 20:00</b>	<b>Duration: 25:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe ESD safety procedures during the assembly operations.</li> <li>• Follow maintenance procedures and management.</li> <li>• Summarize industrial act, company standards.</li> <li>• Compile the importance of standard operating procedure.</li> <li>• Describe levels of Electrostatic voltage generation during normal working environment on the shop floor like walking on various floors while soldering, cleaning etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate maintenance procedures and basic maintenance management</li> <li>• Demonstrate the importance of time management and punctuality</li> <li>• Demonstrate grounding paths and various methods/accessories used for grounding in the work area</li> <li>• Demonstrate safe handling, storage/ stacking of parts, assembly/ sub-assemblies to avoid/prevent ESD failures</li> <li>• Perform basics of conducting ESD audits on various facility like tables, flooring, straps, aprons, static/anti-static packaging etc.</li> </ul>
<b>Classroom Aids:</b>	
White board/ black board marker / chalk, duster, computer, or Laptop attached to LCD projector	
<b>Tools, Equipment and Other Requirements</b>	
ERP Software, Log sheet, Logbook, etc. Personal Protection Equipment: safety glasses, head protection, rubber gloves, safety footwear, warning signs and tapes, fire extinguisher and first aid kit	

## Module 5: Industrial Education

### Mapped to Bridge Module

#### Terminal Outcomes:

- Build proper relationship with colleagues
- Prepare different log sheet

<b>Duration: 30:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Communicate with colleagues, peers and supervisor and stake holders</li> <li>• Follow liaising and coordination skills.</li> <li>• Listen effectively and orally communicate information accurately.</li> <li>• Identify Quality Check (QC) tools.</li> <li>• Follow maintenance procedures and management.</li> <li>• Summarize industrial act, company standards.</li> <li>• Compile the importance of standard operating procedure.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate maintenance procedures and basic maintenance management</li> <li>• Perform routine, preventive predictive and breakdown maintenance</li> <li>• Demonstrate the importance of time management and punctuality</li> <li>• Describe Industrial Act and Company Standards</li> <li>• Maintain ERP and Log sheet/Logbook</li> <li>• Outline the importance of standard operating procedure (SOP)</li> </ul>
<b>Classroom Aids:</b>	
White board/ black board marker / chalk, duster, computer or Laptop attached to LCD projector	
<b>Tools, Equipment and Other Requirements</b>	
EPR, Log sheet, Logbook, etc Personal Protection Equipment: safety glasses, head protection, rubber gloves, safety footwear, warning signs and tapes, fire extinguisher and first aid kit	

## Module 6: Plan Work Effectively, Optimise Resources and Implement Safety Practices Mapped to TEL/N9101, v1.0

### Terminal Outcomes:

- Plan work effectively, implement safety practices and optimise use of resources

Duration: 16:00	Duration: 24:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Discuss the importance of following the standard operating procedures of the company w.r.t. privacy, confidentiality and security.</li> <li>Explain how to develop skills and expertise in the job role.</li> <li>List the key performance indicators for the new tasks.</li> <li>Discuss correct way to show emotions at workplace.</li> <li>Identify the issues with and handle them.</li> <li>Describe the importance of timely completion of tasks.</li> <li>Explain the importance of escalation matrix.</li> <li>Explain the importance of providing and receiving feedback constructively.</li> <li>Identify different types of hazards such as illnesses, accidents, fires, etc.</li> <li>List the causes of risks and potential hazards in a work area and the ways to prevent them</li> <li>List the steps to report accident and health related issues as per SOP</li> <li>Explain the importance of maintaining proper posture at work, especially when handling heavy and hazardous materials</li> <li>Analyse ways to optimise usage of resources.</li> <li>Discuss how to optimise the use of electrical equipment and appliances to ensure that they conform to safety and resource conservation norms</li> <li>List the importance, cause and effect of greening of jobs</li> <li>Explain the concept of waste management</li> <li>List the methods of waste disposal</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate techniques to save on cost and time</li> <li>Demonstrate routine cleaning of tools, equipment and machines to ensure team follows the same practices</li> <li>Use resources such as water judiciously</li> <li>Perform basic steps to check for malfunctions in equipment and report as per SOP</li> <li>Report any breaches in safety and security to the concerned person</li> <li>Illustrate ways to keep work area clean such as mopping spills and leaks, cleaning grease stains, etc.</li> <li>Perform basic steps to check for spills and leaks and plug the same</li> <li>Demonstrate segregation of different types of hazardous waste</li> <li>Illustrate steps to minimise waste.</li> <li>Illustrate proper waste disposal procedures and how to dispose-off hazardous waste.</li> <li>Illustrate ways to find exact cause of a problem and validate the same in case done by a team member.</li> </ul>

<ul style="list-style-type: none"> <li>• Identify the different categories of waste for the purpose of segregation</li> <li>• Differentiate between recyclable and non-recyclable waste</li> <li>• List electronic waste disposal procedures</li> <li>• List the common sources of pollution and the ways to minimize it</li> </ul>	
<b>Classroom Aids:</b>	
White board/ black board marker / chalk, duster, computer or laptop attached to LCD projector	
<b>Tools, Equipment and Other Requirements</b>	
Personal Protection Equipment: safety glasses, head protection, rubber gloves, safety footwear, warning signs and tapes, fire extinguisher and first aid kit	

## Module 7: Communication and Interpersonal Skills

### Mapped to TEL/N9102, v1.0

#### Terminal Outcomes:

- Develop communication skills, interpersonal skills and sensitization towards gender and persons with disability

Duration: 16:00	Duration: 24:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List the roles and responsibilities and understand organisation’s policies</li> <li>• Discuss the organisational guidelines for dress code, time schedules, language, and other soft skill aspects</li> <li>• Discuss the importance of reporting unforeseen disruptions or delays</li> <li>• Explain how to give and receive feedback in a constructive way</li> <li>• List the different methods of communication</li> <li>• Explain the importance of effective communication and interpersonal skills</li> <li>• Discuss how to listen attentively and respond appropriately</li> <li>• Describe the common reasons for interpersonal conflicts and ways of managing them effectively</li> <li>• List the different types of information needed by colleagues and their importance</li> <li>• Discuss the importance of implementing standards, guidelines and practices pertaining to gender sensitivity, including work ethics and workplace etiquette</li> <li>• Discuss about the different types of disabilities along with their respective issues</li> <li>• Explain work ethics, workplace etiquette as well as standards and guidelines for all genders and PwD</li> <li>• List health and safety requirements for persons with disability</li> <li>• Describe the rights, duties and benefits available at workplace for persons with disability</li> <li>• Explain the process of recruiting people with disability for a specific job</li> <li>• Discuss the specific ways to help persons with disability overcome the challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to interact with superiors in terms of escalating problems, reporting work completion and receiving feedback</li> <li>• Apply team building skills to assist colleagues in maximising effectiveness and efficiency of carrying out tasks</li> <li>• Demonstrate appropriate communication skills and etiquette while interacting with others</li> <li>• Resolve conflicts with colleagues and adhere to commitment</li> <li>• Demonstrate ideal workplace ethics while interacting with colleagues with respect to sharing information, co-ordinating work and showing respect</li> <li>• Follow organisation’s policy for working with team members</li> <li>• Illustrate importance of team goals over individual goals</li> <li>• Use inclusive language irrespective of the gender/ disability of the person</li> <li>• Demonstrate appropriate behaviour towards all genders and differently abled people</li> </ul>

**Classroom Aids:**

White board/ black board marker / chalk, duster, computer or laptop attached to LCD projector

**Tools, Equipment and Other Requirements**

Sample of escalation matrix, organisation structure.

## Module 8: On-the-Job Training

Mapped to TEL/Q2502, v2.0

<b>Mandatory Duration: 120:00</b>	<b>Recommended Duration: 00:00</b>
<b>Location: On-Site</b>	
<b>Terminal Outcomes</b>	
<ol style="list-style-type: none"> <li>1. Undertake assembly operation.</li> <li>2. Undertake RF Measurement and use of related equipment's (Network Analyzers, Spectrum Analyzers, Signal Generators, Power meters, Oscilloscopes) to ascertain performance of assembled handsets.</li> <li>3. Basics of conducting ESD audits on various facility like worktables, flooring, straps, aprons, static/antistatic packaging etc.</li> <li>4. Demonstrate the usage of different types of electronic parts/ components applicable for assembly operations</li> <li>5. Implement the guidelines prescribed by the organisation for safe handling of electronic components</li> <li>6. Identify different types of mechanical parts like screws, nuts, securing clips and their applicability</li> <li>7. Demonstrate understanding of the work instructions and familiarity with the assembly</li> <li>8. Demonstrate arrangement of components as per the assembly instructions</li> <li>9. Verify specifications of components as per Drawing &amp; Bill of Material (BOM)</li> <li>10. Confirm the availability of all parts/components, tools and equipment's of telecom devices/products</li> <li>11. Analyse various factors to be considered before accepting job</li> <li>12. Identify and draw tools and equipment requirement as per the work instructions</li> <li>13. Contract and commission job requirement, processes and documentation as required</li> </ol>	



# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Science/Electrical/Electronics/IT and other relevant fields	1	Handset Assembling	0	NA	Eligible for ToT Program
Diploma after Class 10 <sup>th</sup>	Science/Electrical/Electronics/IT and other relevant fields	4	Handset Assembling	0	NA	Eligible for ToT Program

Trainer Certification	
Domain Certification	Platform Certification
Certified in Job Role: “Line Assembler – Telecom Products” - Level 4” “TEL/Q2502, v2.0”, Minimum accepted score is <b>80%</b>	Certified in Job Role: Job Role: “Trainer” “MEP/Q2601”, Minimum accepted score is <b>80%</b>

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Science/Electrical/Electronics/IT and other relevant fields	1	Handset Assembling	0	NA	Eligible for ToA Program
Diploma after Class 10 <sup>th</sup>	Science/Electrical/Electronics/IT and other relevant fields	4	Handset Assembling	0	NA	Eligible for ToA Program

Assessor Certification	
Domain Certification	Platform Certification
Certified in Job Role: “Line Assembler – Telecom Products” - Level 4” “TEL/Q2502, v2.0”, Minimum accepted score is <b>80%</b>	Certified in Job Role: Job Role: “Assessor” “MEP/Q2701”, Minimum accepted score is <b>80%</b>

## Assessment Strategy

### 1. Assessment System Overview:

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

### 2. Testing Environment:

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

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

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

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

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

### 5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch
- Random audit of any candidate

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

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

## References

## Glossary

Term	Description
<b>Sector</b>	Sector is a conglomeration of different business operations having similar businesses 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 organization.
<b>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 they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<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 <b>upon the completion of the training.</b>
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module.</b> A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
SOP	Standard Operating Procedures
CRM	Customer Relationship Management
SMD	Surface Mount Devices
SMT	Surface Mount Technology
THD	Through Hole Devices
THT	Through Hole Technology
PCB	Printed Circuit Board
AC/DC	Alternating/ Direct Current
R, C, L	Resistance, Capacitor, Inductor
HIRA	Hazard Identification and Risk Assessment
HLA	Higher Level Assembly
Txr	Transmitter

<b>SHE</b>	Safety, Health and Environment
<b>OHS</b>	Occupational Health and Safety