



# Handheld Devices (Handset & Tablet) Technician

QP Code: TEL/Q2201

Version: 4.0

NSQF Level: 4

Telecom Sector Skill Council || 3rd Floor, Plot No 126, Sector - 44  
Gurgaon - 122003

## Qualification Pack

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## Qualification Pack

### TEL/Q2201: Handheld Devices (Handset & Tablet) Technician

#### Brief Job Description

The individual in this job is responsible for repairing handsets for various hardware and software issues under supervision of a senior. The individual is responsible for helping seniors in testing the handset for adequacy post repair/service.

#### Personal Attributes

The individual in this job should have analytical skills, basic written and oral communication skills.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [TEL/N2213: Repair and test handsets](#)
2. [TEL/N2214: Repair and test tablets](#)
3. [ELE/N4631: Carry out chip-level repair of mobile phone](#)
4. [TEL/N9101: Organise Work and Resources as per Health and Safety Standards](#)
5. [TEL/N9102: Interact Effectively with Team Members and Customers](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Telecom
<b>Sub-Sector</b>	Handset
<b>Occupation</b>	Customer Service - Handset Segment
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	18
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7422.0203

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<b>Minimum Educational Qualification &amp; Experience</b>	<p>11th grade pass OR Completed 1st year of 3-year diploma (after 10th) and pursuing regular diploma OR 10th grade pass and pursuing continuous schooling OR 10th grade pass with 2 Years of experience OR Previous relevant Qualification of NSQF Level ( 3 with minimum education as 5th Grade pass) with 2 Years of experience</p>
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	30/12/2024
<b>NSQC Approval Date</b>	30/12/2021
<b>Version</b>	4.0
<b>Reference code on NQR</b>	2022/TEL/TSSC/07004
<b>NQR Version</b>	3

## Qualification Pack

### TEL/N2213: Repair and test handsets

#### Description

This OS unit is about assisting superiors in carrying out repair activities related to handheld devices - hardware and software.

#### Scope

The scope covers the following :

- Diagnose and categorise faults (hardware or software)
- Prepare for repairing of handset
- Repair the handset and test its functionality
- Perform post-repair activities

#### Elements and Performance Criteria

##### *Diagnose and categorise faults (hardware or software)*

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

- PC1.** collect the faulty handheld devices from the customer care executives or front-end executives
- PC2.** assist the supervisor in analysing the requirements, issues and functionality problems reported by the customer/front-end team
- PC3.** identify the timelines and repair commitments based on the directions received from supervisor and as specified in the Service Level Agreement (SLA)
- PC4.** plan and prioritize activities related to delivery timeline and issues under supervision
- PC5.** diagnose the fault as listed in the company specific database under supervision and check if it is a hardware or software related issue
- PC6.** assist the supervisor in identifying the root cause of the fault to determine if any part requires replacement
- PC7.** identify the cause of fault by conducting appropriate diagnostic tests
- PC8.** check if the part or component required for repair is available at the store or needs to be ordered from the regional service centre
- PC9.** list all options for rectifying the fault under supervisor's guidance

##### *Prepare for repairing of handset*

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

- PC10.** collect the parts to be replaced/repared from the store/inventory keeper
- PC11.** collect all tools and equipment required for repair/replacement of parts
- PC12.** inspect the repair table and area to check if its clean and dust free
- PC13.** check if all equipment required for repair and testing are calibrated as per the specified environment parameters detailed by the handset manufacturer
- PC14.** check if lead-free soldering tools are available and ready for use

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**PC15.** verify that all Electro Static Discharge (ESD) precautions are considered before starting repair

**PC16.** backup all user data using authorized mechanism and medium

*Repair the handset and test its functionality*

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

**PC17.** dismantle handset and remove the components/parts under supervision and as per organizational guidelines/procedures

**PC18.** assist the supervisor in repairing the handset using authorized tools and equipment

**PC19.** replace components and parts w.r.t manufacturer specifications as per the instructions received by supervisor

**PC20.** verify that all parts of the handset are inserted properly and are contained within the body

**PC21.** assemble the handset properly under supervision of superior using appropriate tools and appropriate procedure

**PC22.** document the package details about case parts/components that are replaced and hold warranty

**PC23.** escalate any emergency situation/unresolved issues to the supervisor

**PC24.** assist supervisors in checking that the repairs conform to the quality targets in terms of bounce and repeat repair percentages, first time fix etc.

**PC25.** perform necessary software fault rectification such as correction/upgradation, software replacement etc. under supervision

**PC26.** test the effectiveness of the repair based on the directions received by supervisor and by using appropriate testing equipment

*Perform post-repair activities*

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

**PC27.** check that the fault has been rectified without any collateral damage to the handset

**PC28.** send the repaired handset to the authorized personnel

**PC29.** return all tools and equipment to the store in clean and working condition

**PC30.** clean the repair bench/table to ensure no loose screws/parts are lying around

**PC31.** send the replaced defective part to the authorized personnel

**PC32.** document the repairs and replacement work for the handset along with time, date, handset specifications, complaint number etc.

**PC33.** inform all relevant personnel (including supervisors, front-end teams) about the completion of the repair activity

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** various flashing tools such as Samsung, MediaTek, Qualcomm etc. for various types of Smartphones including i-Phones

**KU2.** types of IMEI repairing tools

**KU3.** Real Time Transmission (RT TX )Cable, EDL Cable etc. for flashing

**KU4.** usage of UMT dongle for flashing

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- KU5.** uninstalling applications that is not compatible or creating issues in the mobile phone
- KU6.** installing licensed and authorised software's to resolve issues and suiting the customer's requirement
- KU7.** replacing or repairing the faulty modules/components
- KU8.** cost of repair and verify if it is within Beyond Economic Repair (BER)
- KU9.** usage of instruments such as a multi-meter to identify and repair faults in Charging Section, Light Section, SIM Section, MMC Section, Touchpad section, Digital SMD Mic Section, Camera Section, Headphone section, Ringer/Speaker/Mic/Vibrator section and keypad section
- KU10.** display related issues, usage of OCA Lamination Machine to replace polarizer film, removing broken glass, replacing blank/white LCD, replacing broken glass edge/curved display and usage of bubble remover
- KU11.** various troubleshooting devices such as F Finder Dongle, ZWX Dongle etc.
- KU12.** testing the functioning of hardware after repairing
- KU13.** how to ensure that no damage is caused to the device while removal and fixing of components
- KU14.** how to ensure that other components are not damaged while using hot air gun for removal of a component which could cause damage
- KU15.** how to ensure that adequate soldering for fixing the component is done and no further rework is required
- KU16.** how to receive spare module / component from stores, make sure to keep necessary parts in stock
- KU17.** formation of Current AC/DC
- KU18.** Diode-Function, Symbol, Denoting letter, Identification of Solid and SMD Type Diode
- KU19.** Transistor-Basics, Types, Symbol, Denoting Letter, PNP and NPN.
- KU20.** EMMC chip off, Reballing and Soldering Concept, CPU based Smartphone Flashing and Smartphone IMEI Repair Tools, CRU based Smartphone FRP
- KU21.** flashing handsets online /offline, use of Miracle Box, Z3X Box for Samsung and setting up of Creak Box to spot process disruptions and delay

## Generic Skills (GS)

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

- GS1.** communicate respectfully with customer/customer facing teams
- GS2.** read and understand documents and reports
- GS3.** speak and understand English/regional language
- GS4.** read and write in English or any regional language
- GS5.** manage time efficiently
- GS6.** listen carefully and respond appropriately
- GS7.** work systematically with attention to detail

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Diagnose and categorise faults (hardware or software)</i>	<b>14</b>	<b>10</b>	-	<b>3</b>
<b>PC1.</b> collect the faulty handheld devices from the customer care executives or front-end executives	2	-	-	-
<b>PC2.</b> assist the supervisor in analysing the requirements, issues and functionality problems reported by the customer/front-end team	2	-	-	-
<b>PC3.</b> identify the timelines and repair commitments based on the directions received from supervisor and as specified in the Service Level Agreement (SLA)	2	-	-	-
<b>PC4.</b> plan and prioritize activities related to delivery timeline and issues under supervision	2	-	-	-
<b>PC5.</b> diagnose the fault as listed in the company specific database under supervision and check if it is a hardware or software related issue	2	6	-	1
<b>PC6.</b> assist the supervisor in identifying the root cause of the fault to determine if any part requires replacement	-	-	-	1
<b>PC7.</b> identify the cause of fault by conducting appropriate diagnostic tests	2	-	-	-
<b>PC8.</b> check if the part or component required for repair is available at the store or needs to be ordered from the regional service centre	-	4	-	-
<b>PC9.</b> list all options for rectifying the fault under supervisor's guidance	2	-	-	1
<i>Prepare for repairing of handset</i>	<b>7</b>	<b>8</b>	-	<b>2</b>
<b>PC10.</b> collect the parts to be replaced/repared from the store/inventory keeper	-	2	-	-
<b>PC11.</b> collect all tools and equipment required for repair/replacement of parts	-	2	-	-
<b>PC12.</b> inspect the repair table and area to check if its clean and dust free	2	-	-	1



### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> check if all equipment required for repair and testing are calibrated as per the specified environment parameters detailed by the handset manufacturer	2	-	-	1
<b>PC14.</b> check if lead-free soldering tools are available and ready for use	2	-	-	-
<b>PC15.</b> verify that all Electro Static Discharge (ESD) precautions are considered before starting repair	1	-	-	-
<b>PC16.</b> backup all user data using authorized mechanism and medium	-	4	-	-
<i>Repair the handset and test its functionality</i>	<b>6</b>	<b>26</b>	-	<b>7</b>
<b>PC17.</b> dismantle handset and remove the components/parts under supervision and as per organizational guidelines/procedures	-	4	-	-
<b>PC18.</b> assist the supervisor in repairing the handset using authorized tools and equipment	-	4	-	1
<b>PC19.</b> replace components and parts w.r.t manufacturer specifications as per the instructions received by supervisor	-	4	-	1
<b>PC20.</b> verify that all parts of the handset are inserted properly and are contained within the body	2	-	-	-
<b>PC21.</b> assemble the handset properly under supervision of superior using appropriate tools and appropriate procedure	-	4	-	-
<b>PC22.</b> document the package details about case parts/components that are replaced and hold warranty	1	-	-	-
<b>PC23.</b> escalate any emergency situation/unresolved issues to the supervisor	1	-	-	-
<b>PC24.</b> assist supervisors in checking that the repairs conform to the quality targets in terms of bounce and repeat repair percentages, first time fix etc.	-	4	-	1
<b>PC25.</b> perform necessary software fault rectification such as correction/upgradation, software replacement etc. under supervision	-	4	-	2

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC26.</b> test the effectiveness of the repair based on the directions received by supervisor and by using appropriate testing equipment	2	2	-	2
<i>Perform post-repair activities</i>	<b>8</b>	<b>6</b>	-	<b>3</b>
<b>PC27.</b> check that the fault has been rectified without any collateral damage to the handset	1	2	-	1
<b>PC28.</b> send the repaired handset to the authorized personnel	1	1	-	-
<b>PC29.</b> return all tools and equipment to the store in clean and working condition	1	1	-	-
<b>PC30.</b> clean the repair bench/table to ensure no loose screws/parts are lying around	1	-	-	1
<b>PC31.</b> send the replaced defective part to the authorized personnel	2	1	-	-
<b>PC32.</b> document the repairs and replacement work for the handset along with time, date, handset specifications, complaint number etc.	1	-	-	-
<b>PC33.</b> inform all relevant personnel (including supervisors, front-end teams) about the completion of the repair activity	1	1	-	1
<b>NOS Total</b>	<b>35</b>	<b>50</b>	-	<b>15</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	TEL/N2213
<b>NOS Name</b>	Repair and test handsets
<b>Sector</b>	Telecom
<b>Sub-Sector</b>	Handset
<b>Occupation</b>	Customer Service - Handset Segment
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/12/2021
<b>Next Review Date</b>	30/12/2024
<b>NSQC Clearance Date</b>	30/12/2021

## Qualification Pack

### TEL/N2214: Repair and test tablets

#### Description

This OS unit is about carrying out repair activities related to tablets hardware and software.

#### Scope

The scope covers the following :

- Perform pre-repair activities
- Repair the tablet and test its functionality
- Perform post-repair activities

#### Elements and Performance Criteria

##### *Perform pre-repair activities*

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

- PC1.** collect the faulty tablets from the customer care executives or front-end executives
- PC2.** record the faults listed by the customer
- PC3.** collect the repair details such as delivery time and any other special requests from the customer
- PC4.** diagnose the fault as listed in the company specific database and check if it is a hardware or software related issue
- PC5.** check if the part/component required for repair is available at the store or needs to be ordered from the regional service centre
- PC6.** list all options to rectify the fault and confirm with supervisors, if required
- PC7.** collect the replacement or repair parts from the store/inventory keeper
- PC8.** collect all tools and equipment required for repair/replacement of parts
- PC9.** inspect the repair table and area to check if it is clean and dust-free
- PC10.** check if all equipment required for repair and testing are calibrated and as per the specified environment parameters detailed by the tablet manufacturer
- PC11.** check if lead-free soldering tools are available and ready for use
- PC12.** check all Electrostatic discharge precautions are considered before starting repair

##### *Repair the tablet and test its functionality*

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

- PC13.** backup all user data using authorized mechanism and medium
- PC14.** dismantle tablet and remove the components/parts as per organizational guidelines/procedures and following the manufacturer specifications
- PC15.** assist the senior in repairing of tablet using authorized tools and equipment
- PC16.** replace components and parts under the supervisor of senior and as per manufacturer specifications
- PC17.** check that all parts of the tablet are inserted properly and are contained within the body

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- PC18.** Assemble tablet properly as per the directions received from senior by using appropriate tools and appropriate procedure
- PC19.** escalate any issue or emergency situation/unresolved issues to the supervisor
- PC20.** perform necessary software fault rectification such as correction/upgradation, software replacement, etc. under senior supervision
- PC21.** use Block Diagram/Manual Schematics for Service Manual, Disassembly and Reassembly, Exploded view, Product specification and Troubleshooting
- PC22.** perform chip level repair—reballing function by dismantling, heating the chip to be removed from the board, remove the solder remains, put new solder balls, place the chip and solder them

### *Perform post-repair activities*

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

- PC23.** assist in testing the effectiveness of the repair by utilizing appropriate testing equipment
- PC24.** ensure that the tablet was not damaged in any way during repair
- PC25.** send the repaired tablet to the authorized personnel
- PC26.** return all tools and equipment to the store in clean and working condition
- PC27.** clean the repair bench/table to ensure no loose screws/parts are lying around
- PC28.** send the replaced defective part to the authorized personnel

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** all common brand of tablets, their functions, features and applications
- KU2.** functionality of hardware components in a tablet like chipsets, processor, screen, touchpad etc.
- KU3.** standard fault-finding (troubleshooting) techniques
- KU4.** tablet related problems and their possible solutions
- KU5.** operating system and user interface of popular tablets
- KU6.** procedure of dismantling and assembling the tablet and its components
- KU7.** software version/modules and basic software commands for data
- KU8.** interpret test results to identify and localize faults and fixing them

## Generic Skills (GS)

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

- GS1.** communicate respectfully with customer/customer facing teams
- GS2.** read and understand documents and reports
- GS3.** speak and understand English/regional language
- GS4.** work systematically with attention to detail
- GS5.** basic reading and writing skills
- GS6.** manage time efficiently



**GS7.** listen carefully and respond appropriately

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Perform pre-repair activities</i>	<b>15</b>	<b>27</b>	-	<b>3</b>
<b>PC1.</b> collect the faulty tablets from the customer care executives or front-end executives	1	1	-	-
<b>PC2.</b> record the faults listed by the customer	1	1	-	-
<b>PC3.</b> collect the repair details such as delivery time and any other special requests from the customer	1	1	-	-
<b>PC4.</b> diagnose the fault as listed in the company specific database and check if it is a hardware or software related issue	2	4	-	-
<b>PC5.</b> check if the part/component required for repair is available at the store or needs to be ordered from the regional service centre	2	4	-	1
<b>PC6.</b> list all options to rectify the fault and confirm with supervisors, if required	1	1	-	1
<b>PC7.</b> collect the replacement or repair parts from the store/inventory keeper	1	1	-	-
<b>PC8.</b> collect all tools and equipment required for repair/replacement of parts	1	3	-	-
<b>PC9.</b> inspect the repair table and area to check if it is clean and dust-free	2	2	-	1
<b>PC10.</b> check if all equipment required for repair and testing are calibrated and as per the specified environment parameters detailed by the tablet manufacturer	-	4	-	-
<b>PC11.</b> check if lead-free soldering tools are available and ready for use	2	4	-	-
<b>PC12.</b> check all Electrostatic discharge precautions are considered before starting repair	1	1	-	-
<i>Repair the tablet and test its functionality</i>	<b>10</b>	<b>22</b>	-	<b>2</b>
<b>PC13.</b> backup all user data using authorized mechanism and medium	2	2	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> dismantle tablet and remove the components/parts as per organizational guidelines/procedures and following the manufacturer specifications	2	4	-	-
<b>PC15.</b> assist the senior in repairing of tablet using authorized tools and equipment	1	4	-	-
<b>PC16.</b> replace components and parts under the supervision of senior and as per manufacturer specifications	-	4	-	-
<b>PC17.</b> check that all parts of the tablet are inserted properly and are contained within the body	2	-	-	1
<b>PC18.</b> Assemble tablet properly as per the directions received from senior by using appropriate tools and appropriate procedure	-	2	-	1
<b>PC19.</b> escalate any issue or emergency situation/unresolved issues to the supervisor	1	-	-	-
<b>PC20.</b> perform necessary software fault rectification such as correction/upgradation, software replacement, etc. under senior supervision	2	2	-	-
<b>PC21.</b> use Block Diagram/Manual Schematics for Service Manual, Disassembly and Reassembly, Exploded view, Product specification and Troubleshooting	-	2	-	-
<b>PC22.</b> perform chip level repair—reballing function by dismantling, heating the chip to be removed from the board, remove the solder remains, put new solder balls, place the chip and solder them	-	2	-	-
<i>Perform post-repair activities</i>	<b>10</b>	<b>6</b>	-	<b>5</b>
<b>PC23.</b> assist in testing the effectiveness of the repair by utilizing appropriate testing equipment	2	4	-	-
<b>PC24.</b> ensure that the tablet was not damaged in any way during repair	1	2	-	-
<b>PC25.</b> send the repaired tablet to the authorized personnel	1	-	-	-



### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC26.</b> return all tools and equipment to the store in clean and working condition	2	-	-	1
<b>PC27.</b> clean the repair bench/table to ensure no loose screws/parts are lying around	2	-	-	2
<b>PC28.</b> send the replaced defective part to the authorized personnel	2	-	-	2
<b>NOS Total</b>	<b>35</b>	<b>55</b>	-	<b>10</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	TEL/N2214
<b>NOS Name</b>	Repair and test tablets
<b>Sector</b>	Telecom
<b>Sub-Sector</b>	Handset
<b>Occupation</b>	Customer Service - Handset Segment
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/12/2021
<b>Next Review Date</b>	30/12/2024
<b>NSQ Clearance Date</b>	30/12/2021

## Qualification Pack

### ELE/N4631: Carry out chip-level repair of mobile phone

#### Description

This OS unit is about carrying out the repair of chip-based mobile phones.

#### Scope

The scope covers the following :

- Analyse the status of mobile phone and estimate the repair cost
- Perform chip-level repairs
- Prepare necessary documentation
- Achieve the quality and productivity standards

#### Elements and Performance Criteria

##### *Analyse the status of mobile phone and estimate the repair cost*

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

- PC1.** determine the chip-level issue with the mobile phone by examining various sections of the mobile phone such as charging, MMC, touchpad, camera, using the appropriate tools and equipment such as the multimeter, Surface Mounting Device (SMD) tester, F-Finder Tool, etc.
- PC2.** estimate the repair cost, ensuring it is within the Beyond Economic Repair (BER) cost and inform the customer about the type of chip-level repair/ replacement required in the mobile phone

##### *Perform chip-level repairs*

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

- PC3.** open the outer panel and inner casing of the mobile phone using the manufacturer-approved tools and equipment
- PC4.** identify and release the connectors to remove the motherboard from the device
- PC5.** remove the LCD screen from the panel using the appropriate tools and equipment such as a hot air gun
- PC6.** follow the manufacturer-approved block diagram/ manual schematics/ exploded view chart while disassembling the mobile phone
- PC7.** determine the level of module repair required in the mobile phone
- PC8.** ensure the availability of new module(s) to install in the place of the faulty module(s)
- PC9.** preheat the PCB and remove the module using a hot air-gun
- PC10.** place the new module on the board at the specified location using chip-level technology and relevant tools
- PC11.** solder the module following the chip-level technology, ensuring it is secured in its place
- PC12.** remove the solder remains from the PCB
- PC13.** use the OCA lamination machine to replace polarizer film, remove broken glass, replace blank/white LCD, replace broken glass edge / curved display
- PC14.** use the bubble remover to remove any bubbles formed on the screen and calibrate the touchscreen if required

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**PC15.** co-ordinate with a senior engineer/ technician for complex repair needs

**PC16.** perform the recommended quality checks of the repaired or replaced module to ensure the issue has been fixed

### *Prepare necessary documentation*

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

**PC17.** prepare the required documents and report the work progress to the supervisor

**PC18.** document the work completed in the physical registers and/ or the company's Enterprise Resource Planning (ERP) software for tracking and future references

### *Achieve the quality and productivity standards*

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

**PC19.** carry out repair of the mobile phone within the agreed time

**PC20.** use the compatible and manufacturer-approved tools, equipment and spare parts for mobile repair

**PC21.** ensure minimum wastage of materials and resources

**PC22.** follow the recommended practices to ensure no damage happens to the mobile phone during the repair process

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** company's warranty policy for different products

**KU2.** company's line of business and product portfolio

**KU3.** applicable documentation requirements

**KU4.** company's policy on repair and Turn-around Time (TAT), etc.

**KU5.** the denoting letter, colour coding, symbol and functions of the solid type and Surface Mounted Device (SMD) resistors

**KU6.** how to use a multimeter and read its values

**KU7.** the symbol, types, identification and functions of SMD tester

**KU8.** how to test a capacitor using a multimeter and SMD tester

**KU9.** the symbol, types, properties, identification and functions of electromagnetic coils

**KU10.** the denoting letter, symbol and functions of solid and SMD type diodes

**KU11.** the difference between and functions of Positive-Negative-Positive (PNP) and Negative-Positive-Negative (NPN) transistors

**KU12.** different types of Metal Oxide Semiconductor Field-effect Transistor (MOSFET) such as 3 leg MOSFET and 8 Leg MOSFET and the identification of N-Channel and P-Channels

**KU13.** the concept of Quartz, clock and pulse and measuring unit

**KU14.** the process of conducting a Quartz crystal test

**KU15.** diagnostic or power on tests for different types of Original Equipment Manufacturer (OEM) components

**KU16.** features and operations of different models of chip-based mobile phones

**KU17.** different types of mobile OS and applications, and the issues experienced with them

**KU18.** the importance of using licensed/ approved OS and applications on mobile phones

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- KU19.** the repair of a variety of chip-based mobile phone modules
- KU20.** applicable documentation required for spare movement
- KU21.** frequently encountered software and hardware problems in a chip-based phone and how to fix them
- KU22.** how to interpret and follow the service and repair manual for a variety of chip-based mobile phones
- KU23.** problem-solving techniques such as Plan-Do-Check-Act (PDCA) cycle, Root Cause Analysis (RCA), etc.
- KU24.** the importance of honouring the TAT given to the customer

## Generic Skills (GS)

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

- GS1.** plan and schedule daily activities to achieve work efficiency
- GS2.** communicate professionally and politely
- GS3.** identify possible disruptions to work and take preventive measures
- GS4.** write work-related notes and reports
- GS5.** stay updated about new developments in the field of work
- GS6.** take quick action to deal with any emergencies/ accidents
- GS7.** listen attentively to comprehend the information being given by the speaker
- GS8.** evaluate all possible solutions to a problem to select the best solution

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Analyse the status of mobile phone and estimate the repair cost</i>	6	8	-	2
<b>PC1.</b> determine the chip-level issue with the mobile phone by examining various sections of the mobile phone such as charging, MMC, touchpad, camera, using the appropriate tools and equipment such as the multimeter, Surface Mounting Device (SMD) tester, F-Finder Tool, etc.	4	5	-	-
<b>PC2.</b> estimate the repair cost, ensuring it is within the Beyond Economic Repair (BER) cost and inform the customer about the type of chip-level repair/ replacement required in the mobile phone	2	3	-	2
<i>Perform chip-level repairs</i>	<b>20</b>	<b>25</b>	-	<b>6</b>
<b>PC3.</b> open the outer panel and inner casing of the mobile phone using the manufacturer- approved tools and equipment	2	3	-	2
<b>PC4.</b> identify and release the connectors to remove the motherboard from the device	1	2	-	-
<b>PC5.</b> remove the LCD screen from the panel using the appropriate tools and equipment such as a hot air gun	2	3	-	-
<b>PC6.</b> follow the manufacturer-approved block diagram/ manual schematics/ exploded view chart while disassembling the mobile phone	1	1	-	-
<b>PC7.</b> determine the level of module repair required in the mobile phone	1	1	-	-
<b>PC8.</b> ensure the availability of new module(s) to install in the place of the faulty module(s)	2	1	-	-
<b>PC9.</b> preheat the PCB and remove the module using a hot air-gun	1	3	-	1
<b>PC10.</b> place the new module on the board at the specified location using chip-level technology and relevant tools	2	3	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> solder the module following the chip-level technology, ensuring it is secured in its place	3	3	-	1
<b>PC12.</b> remove the solder remains from the PCB	-	2	-	1
<b>PC13.</b> use the OCA lamination machine to replace polarizer film, remove broken glass, replace blank/white LCD, replace broken glass edge / curved display	2	1	-	1
<b>PC14.</b> use the bubble remover to remove any bubbles formed on the screen and calibrate the touchscreen if required	2	1	-	-
<b>PC15.</b> co-ordinate with a senior engineer/ technician for complex repair needs	1	-	-	-
<b>PC16.</b> perform the recommended quality checks of the repaired or replaced module to ensure the issue has been fixed	-	1	-	-
<i>Prepare necessary documentation</i>	<b>6</b>	<b>7</b>	-	-
<b>PC17.</b> prepare the required documents and report the work progress to the supervisor	3	3	-	-
<b>PC18.</b> document the work completed in the physical registers and/ or the company's Enterprise Resource Planning (ERP) software for tracking and future references	3	4	-	-
<i>Achieve the quality and productivity standards</i>	<b>8</b>	<b>10</b>	-	<b>2</b>
<b>PC19.</b> carry out repair of the mobile phone within the agreed time	2	4	-	1
<b>PC20.</b> use the compatible and manufacturer-approved tools, equipment and spare parts for mobile repair	3	2	-	-
<b>PC21.</b> ensure minimum wastage of materials and resources	2	4	-	1
<b>PC22.</b> follow the recommended practices to ensure no damage happens to the mobile phone during the repair process	1	-	-	-
<b>NOS Total</b>	<b>40</b>	<b>50</b>	-	<b>10</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	ELE/N4631
<b>NOS Name</b>	Carry out chip-level repair of mobile phone
<b>Sector</b>	Electronics
<b>Sub-Sector</b>	Consumer Electronics & IT Hardware
<b>Occupation</b>	After Sales Support
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/12/2021
<b>Next Review Date</b>	30/12/2024
<b>NSQC Clearance Date</b>	30/12/2021



## Qualification Pack

# TEL/N9101: Organise Work and Resources as per Health and Safety Standards

## Description

This OS unit is about planning work and following sustainable as well as healthy practices for safety and optimal use of resources.

## Scope

The scope covers the following :

- Perform work as per quality standards
- Maintain safe, healthy and secure working environment
- Conserve material/energy/electricity
- Use effective waste management/recycling practices

## Elements and Performance Criteria

### *Perform work as per quality standards*

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

- PC1.** keep workspace clean and tidy
- PC2.** perform individual role and responsibilities as per the job role while taking accountability for the work
- PC3.** record/document tasks completed as per the requirements within specific timelines
- PC4.** implement schedules to ensure timely completion of tasks
- PC5.** identify the cause of a problem related to own work and validate it
- PC6.** analyse problems accurately and communicate different possible solutions to the problem

### *Maintain safe, healthy and secure working environment*

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

- PC7.** comply with organisation's current health, safety, security policies and procedures
- PC8.** check for water spills in and around the work space and escalate these to the appropriate authority
- PC9.** report any identified breaches in health, safety, and security policies and procedures to the designated person
- PC10.** use safety materials such as goggles, gloves, ear plugs, caps, ESD pins, covers, shoes, etc.
- PC11.** avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence
- PC12.** identify hazards such as illness, accidents, fires or any other natural calamity safely, as per organisation's emergency procedures, within the limits of individual's authority
- PC13.** participate regularly in fire drills or other safety related workshops organised by the company
- PC14.** report any hazard outside the individual's authority to the relevant person in line with organisational procedures and warn others who may be affected

## Qualification Pack

- PC15.** maintain appropriate posture while sitting/standing for long hours
- PC16.** handle heavy and hazardous materials with care, while maintaining appropriate posture
- PC17.** sanitize workstation and equipment regularly
- PC18.** clean hands with soap, alcohol-based sanitizer regularly
- PC19.** avoid contact with anyone suffering from communicable diseases and take necessary precautions
- PC20.** take safety precautions while travelling e.g. maintain 1m distance from others, sanitize hands regularly, wear masks, etc.
- PC21.** report hygiene and sanitation issues to appropriate authority
- PC22.** follow recommended personal hygiene and sanitation practices, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.

### *Conserve material/energy/electricity*

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

- PC23.** optimize usage of material including water in various tasks/activities/processes
- PC24.** use resources such as water, electricity and others responsibly
- PC25.** carry out routine cleaning of tools, machine and equipment
- PC26.** optimize use of electricity/energy in various tasks/activities/processes
- PC27.** perform periodic checks of the functioning of the equipment/machine and rectify wherever required
- PC28.** report malfunctioning and lapses in maintenance of equipment
- PC29.** use electrical equipment and appliances properly

### *Use effective waste management/recycling practices*

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

- PC30.** identify recyclable, non-recyclable and hazardous waste
- PC31.** deposit recyclable and reusable material at identified location
- PC32.** dispose non-recyclable and hazardous waste as per recommended processes

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** strategies pertinent to their field (such as internet searches, asking peers and managers, enrolling for courses and certifications, etc.) that can be used to pursue an advancement in their skills
- KU2.** key performance indicators for the new tasks
- KU3.** feedback processes and formats
- KU4.** timelines and goals as well as their relevance to work allocated
- KU5.** importance of quality and timely delivery of the product/service
- KU6.** escalation matrix and its importance, especially in case of emergencies
- KU7.** ways of time and cost management
- KU8.** rules/regulation for maintaining health and safety at workplace

## Qualification Pack

- KU9.** meaning of hazard, different types of health and safety hazards found in the workplace, risks and threats based on the nature of work
- KU10.** relevant signage, warnings, labels or descriptions on equipment, etc. while carrying out work activities
- KU11.** procedures to report breaches in health, safety and security
- KU12.** organisation's procedures for different emergency situations and the importance of following the same
- KU13.** different methods of cleaning, disinfection, sterilization, and sanitization
- KU14.** significance of personal hygiene practice including hand hygiene
- KU15.** path of disease transmission
- KU16.** correct method of donning and doffing of PPE
- KU17.** ways of managing resources and material efficiently
- KU18.** common electrical problems and common practices of conserving electricity
- KU19.** categorization of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics and use of different colours of dustbins
- KU20.** organisation's procedures for minimizing waste
- KU21.** waste management and methods of waste disposal
- KU22.** common sources of pollution and ways to minimize it

## Generic Skills (GS)

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

- GS1.** improve and modify work practices
- GS2.** complete tasks efficiently and accurately within stipulated time
- GS3.** develop skills and mastery of the technologies prevalent in the industry
- GS4.** write in at least one language and complete written work with attention to detail
- GS5.** utilize time and manage workload efficiently
- GS6.** read and comprehend instructions and documents
- GS7.** accept feedback in a constructive way
- GS8.** seek clarifications from superior about the job requirement
- GS9.** read and comprehend statutory documents relevant to safety and hygiene
- GS10.** refer all anomalies to the concerned persons
- GS11.** analyze situations and make appropriate decisions
- GS12.** decide the most suitable course of action for completing the task within resources

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Perform work as per quality standards</i>	<b>4</b>	<b>9</b>	-	<b>2</b>
<b>PC1.</b> keep workspace clean and tidy	-	1	-	-
<b>PC2.</b> perform individual role and responsibilities as per the job role while taking accountability for the work	1	1	-	1
<b>PC3.</b> record/document tasks completed as per the requirements within specific timelines	-	1	-	1
<b>PC4.</b> implement schedules to ensure timely completion of tasks	-	2	-	-
<b>PC5.</b> identify the cause of a problem related to own work and validate it	2	2	-	-
<b>PC6.</b> analyse problems accurately and communicate different possible solutions to the problem	1	2	-	-
<i>Maintain safe, healthy and secure working environment</i>	<b>16</b>	<b>27</b>	-	<b>4</b>
<b>PC7.</b> comply with organisation's current health, safety, security policies and procedures	1	1	-	-
<b>PC8.</b> check for water spills in and around the work space and escalate these to the appropriate authority	1	2	-	1
<b>PC9.</b> report any identified breaches in health, safety, and security policies and procedures to the designated person	1	2	-	1
<b>PC10.</b> use safety materials such as goggles, gloves, ear plugs, caps, ESD pins, covers, shoes, etc.	1	2	-	1
<b>PC11.</b> avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence	2	3	-	1
<b>PC12.</b> identify hazards such as illness, accidents, fires or any other natural calamity safely, as per organisation's emergency procedures, within the limits of individual's authority	2	1	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> participate regularly in fire drills or other safety related workshops organised by the company	1	3	-	-
<b>PC14.</b> report any hazard outside the individual's authority to the relevant person in line with organisational procedures and warn others who may be affected	1	3	-	-
<b>PC15.</b> maintain appropriate posture while sitting/standing for long hours	1	1	-	-
<b>PC16.</b> handle heavy and hazardous materials with care, while maintaining appropriate posture	1	1	-	-
<b>PC17.</b> sanitize workstation and equipment regularly	1	2	-	-
<b>PC18.</b> clean hands with soap, alcohol-based sanitizer regularly	-	1	-	-
<b>PC19.</b> avoid contact with anyone suffering from communicable diseases and take necessary precautions	-	1	-	-
<b>PC20.</b> take safety precautions while travelling e.g. maintain 1m distance from others, sanitize hands regularly, wear masks, etc.	1	2	-	-
<b>PC21.</b> report hygiene and sanitation issues to appropriate authority	1	1	-	-
<b>PC22.</b> follow recommended personal hygiene and sanitation practices, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.	1	1	-	-
<i>Conserve material/energy/electricity</i>	<b>7</b>	<b>16</b>	-	<b>3</b>
<b>PC23.</b> optimize usage of material including water in various tasks/activities/processes	1	2	-	-
<b>PC24.</b> use resources such as water, electricity and others responsibly	1	2	-	1
<b>PC25.</b> carry out routine cleaning of tools, machine and equipment	1	2	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC26.</b> optimize use of electricity/energy in various tasks/activities/processes	1	3	-	1
<b>PC27.</b> perform periodic checks of the functioning of the equipment/machine and rectify wherever required	1	3	-	1
<b>PC28.</b> report malfunctioning and lapses in maintenance of equipment	1	2	-	-
<b>PC29.</b> use electrical equipment and appliances properly	1	2	-	-
<i>Use effective waste management/recycling practices</i>	<b>3</b>	<b>8</b>	-	<b>1</b>
<b>PC30.</b> identify recyclable, non-recyclable and hazardous waste	1	2	-	1
<b>PC31.</b> deposit recyclable and reusable material at identified location	1	3	-	-
<b>PC32.</b> dispose non-recyclable and hazardous waste as per recommended processes	1	3	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	-	<b>10</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	TEL/N9101
<b>NOS Name</b>	Organise Work and Resources as per Health and Safety Standards
<b>Sector</b>	Telecom
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/03/2022
<b>Next Review Date</b>	30/12/2024
<b>NSQC Clearance Date</b>	30/12/2021

## Qualification Pack

# TEL/N9102: Interact Effectively with Team Members and Customers

## Description

This OS unit is about interacting with superiors and colleagues as well as customers and other stakeholders in own or other work groups within as well as outside the organisation.

## Scope

The scope covers the following :

- Interact effectively with superiors
- Interact effectively with colleagues and customers
- Respect differences of gender and ability

## Elements and Performance Criteria

### *Interact effectively with superiors*

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

- PC1.** receive work requirements from superiors and customers and interpret them correctly
- PC2.** inform the supervisor and/or concerned person about any unforeseen disruptions or delays
- PC3.** participate in decision making by providing facts and figures, giving/accepting constructive suggestions
- PC4.** rectify errors as per feedback and ensure the errors are not repeated

### *Interact effectively with colleagues and customers*

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

- PC5.** comply with organisation's policies and procedures for working with team members
- PC6.** communicate professionally using appropriate mode of communication such as face-to-face, telephonic and written
- PC7.** respond to queries and seek/provide clarifications if required
- PC8.** co-ordinate with team to integrate work as per requirements
- PC9.** resolve conflicts within the team/with customers to achieve smooth workflow
- PC10.** recognize emotions accurately in self and others to build good relationships
- PC11.** prioritize team and organization goals above personal goals

### *Respect differences of gender and ability*

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

- PC12.** maintain a conducive environment for all the genders at the workplace
- PC13.** encourage appropriate behavior and conduct with people across gender
- PC14.** assist team members with disability in overcoming any challenges faced in work
- PC15.** practice appropriate verbal and non-verbal communication while interacting with People with Disability (PwD)
- PC16.** ensure equal participation of the people across genders in discussions

## Knowledge and Understanding (KU)



## Qualification Pack

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.** organisation's hierarchy and escalation matrix
- KU3.** importance of establishing good working relationships with colleagues and superiors
- KU4.** importance of helping colleagues with problems, in order to meet quality and time standards as a team
- KU5.** different means and methods of communication
- KU6.** different types of information that colleagues might need and the importance of providing this information in an appropriate manner
- KU7.** organisation's policies and procedures for working with colleagues and superiors
- KU8.** importance of understanding consequences of gender biased behaviour
- KU9.** gender based concepts, issues and legislation
- KU10.** organisation standards and guidelines to be followed for PwD and knowledge about laws, acts and provisions defined for PwD by the statutory bodies and the right way to use them including various medical conditions associated with PwD
- KU11.** health and safety requirements at workplace for PwD
- KU12.** process of recruiting people for a particular job profile w.r.t PwD and gender
- KU13.** various government/private schemes and benefits available for PwD and information about various institutes working for PwD to enable in providing livelihood opportunities for PwD

## Generic Skills (GS)

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

- GS1.** read and comprehend forms, documents and records
- GS2.** read and write in English and/or local language
- GS3.** complete work with attention to detail
- GS4.** listen effectively and orally communicate information
- GS5.** work as per customer requirements
- GS6.** communicate with empathy across genders and PwD
- GS7.** improve and modify work practices
- GS8.** maintain positive and effective relationships with colleagues and customers
- GS9.** evaluate the possible solution(s) to the problem

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interact effectively with superiors</i>	<b>7</b>	<b>15</b>	-	<b>2</b>
<b>PC1.</b> receive work requirements from superiors and customers and interpret them correctly	1	2	-	-
<b>PC2.</b> inform the supervisor and/or concerned person about any unforeseen disruptions or delays	2	4	-	1
<b>PC3.</b> participate in decision making by providing facts and figures, giving/accepting constructive suggestions	2	5	-	1
<b>PC4.</b> rectify errors as per feedback and ensure the errors are not repeated	2	4	-	-
<i>Interact effectively with colleagues and customers</i>	<b>7</b>	<b>26</b>	-	<b>4</b>
<b>PC5.</b> comply with organisation's policies and procedures for working with team members	1	2	-	-
<b>PC6.</b> communicate professionally using appropriate mode of communication such as face-to-face, telephonic and written	2	4	-	1
<b>PC7.</b> respond to queries and seek/provide clarifications if required	2	4	-	1
<b>PC8.</b> co-ordinate with team to integrate work as per requirements	-	3	-	-
<b>PC9.</b> resolve conflicts within the team/with customers to achieve smooth workflow	1	5	-	1
<b>PC10.</b> recognize emotions accurately in self and others to build good relationships	1	4	-	-
<b>PC11.</b> prioritize team and organization goals above personal goals	-	4	-	1
<i>Respect differences of gender and ability</i>	<b>11</b>	<b>24</b>	-	<b>4</b>
<b>PC12.</b> maintain a conducive environment for all the genders at the workplace	2	5	-	1

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> encourage appropriate behavior and conduct with people across gender	2	5	-	1
<b>PC14.</b> assist team members with disability in overcoming any challenges faced in work	3	4	-	1
<b>PC15.</b> practice appropriate verbal and non-verbal communication while interacting with People with Disability (PWD)	2	4	-	1
<b>PC16.</b> ensure equal participation of the people across genders in discussions	2	6	-	-
<b>NOS Total</b>	<b>25</b>	<b>65</b>	<b>-</b>	<b>10</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	TEL/N9102
<b>NOS Name</b>	Interact Effectively with Team Members and Customers
<b>Sector</b>	Telecom
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/03/2022
<b>Next Review Date</b>	30/12/2024
<b>NSQC Clearance Date</b>	30/12/2021

## Qualification Pack

### DGT/VSQ/N0102: Employability Skills (60 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

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

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

##### *Constitutional values - Citizenship*

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

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

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

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

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

##### *Basic English Skills*

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

## Qualification Pack

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

### *Career Development & Goal Setting*

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

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

### *Communication Skills*

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

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

### *Diversity & Inclusion*

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

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

### *Financial and Legal Literacy*

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

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

### *Essential Digital Skills*

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

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

### *Entrepreneurship*

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

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

### *Customer Service*

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

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

## Qualification Pack

**PC28.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

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

**PC29.** create a professional Curriculum vitae (Résumé)

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

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

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

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

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

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

**KU7.** about effective communication

**KU8.** POSH Act

**KU9.** Gender sensitivity and inclusivity

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

**KU11.** how to compute income and expenditure

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

**KU13.** different legal rights and laws

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

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

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

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

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

## Generic Skills (GS)

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

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

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

## Qualification Pack

- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

### Qualification Pack

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

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

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	17/11/2025
<b>NSQC Clearance Date</b>	17/11/2022

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ 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 Element/ 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 center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

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### Minimum Aggregate Passing % at QP Level : 70

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

### Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
TEL/N2213.Repair and test handsets	35	50	0	15	100	20
TEL/N2214.Repair and test tablets	35	55	0	10	100	20
ELE/N4631.Carry out chip-level repair of mobile phone	40	50	-	10	100	20
TEL/N9101.Organise Work and Resources as per Health and Safety Standards	30	60	-	10	100	15
TEL/N9102.Interact Effectively with Team Members and Customers	25	65	-	10	100	15
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>185</b>	<b>310</b>	<b>-</b>	<b>55</b>	<b>550</b>	<b>100</b>

## Qualification Pack

### 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

## Qualification Pack

### 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.

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<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.