

# REPAIR CENTER



## Telecom Customer Care Executive - Repair Center

QP Code: TEL/Q2200

Version: 4.0

NSQF Level: 4

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

## Qualification Pack

### Contents

|   |    |
|---|----|
| TEL/Q2200: Telecom Customer Care Executive - Repair Center .....                  | 3  |
| <i>Brief Job Description</i> .....  | 3  |
| Applicable National Occupational Standards (NOS) .....                            | 3  |
| <i>Compulsory NOS</i> .....   | 3  |
| <i>Qualification Pack (QP) Parameters</i> .....                                   | 3  |
| TEL/N2215: Manage work area and maintain personal appearance .....                | 5  |
| TEL/N2201: Identify Issues, Troubleshoot and Coordinate with Technical Team ..... | 9  |
| TEL/N9101: Organize Work and Resources as per Health and Safety Standards .....   | 14 |
| TEL/N9102: Interact Effectively with Team Members and Customers .....             | 21 |
| DGT/VSQ/N0102: Employability Skills (60 Hours) .....                              | 26 |
| Assessment Guidelines and Weightage .....   | 33 |
| <i>Assessment Guidelines</i> .....  | 33 |
| <i>Assessment Weightage</i> .....   | 34 |
| Acronyms .....  | 35 |
| Glossary .....  | 36 |

## Qualification Pack

### TEL/Q2200: Telecom Customer Care Executive - Repair Center

#### Brief Job Description

The individual in this job provides customer service support to an organisation by interacting with the customers who walk-in. They handle and resolve customer queries, requests and complaints in a timely manner.

#### Personal Attributes

The individual in this job is required to have good problem solving, active listening and communication skills with a clear diction. They should also have strong customer service focus and be able to work under pressure and in shifts.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [TEL/N2215: Manage work area and maintain personal appearance](#)
2. [TEL/N2201: Identify Issues, Troubleshoot and Coordinate with Technical Team](#)
3. [TEL/N9101: Organize Work and Resources as per Health and Safety Standards](#)
4. [TEL/N9102: Interact Effectively with Team Members and Customers](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

|                                      |  |
|--------------------------------------|--|
| <b>Sector</b>                        | Telecom                                  |
| <b>Sub-Sector</b>                    | Handset                                  |
| <b>Occupation</b>                    | Sales and Distribution - Handset Segment |
| <b>Country</b>                       | India                                    |
| <b>NSQF Level</b>                    | 4  |
| <b>Credits</b>                       | 15                                       |
| <b>Aligned to NCO/ISCO/ISIC Code</b> | NCO-2015/5242.0301                       |

## Qualification Pack

|   |  |
|---|--|
| <b>Minimum Educational Qualification &amp; Experience</b> | 11th grade pass<br>OR<br>Completed 1st year of 3-year diploma (after 10th) and pursuing regular diploma<br>OR<br>10th grade pass and pursuing continuous schooling<br>OR<br>10th grade pass with 2 Years of experience<br>OR<br>Previous relevant Qualification of NSQF Level (3 with minimum education as 5th Grade pass with 2 year relevant experience) |
| <b>Minimum Level of Education for Training in School</b>  |  |
| <b>Pre-Requisite License or Training</b>                  | NA   |
| <b>Minimum Job Entry Age</b>                              | 17 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/07003  |
| <b>NQR Version</b>  | 2  |

## Qualification Pack

### TEL/N2215: Manage work area and maintain personal appearance

#### Description

This OS unit is about managing work area and maintaining personal appearance

#### Scope

The scope covers the following :

- Maintain personal appearance
- Manage workarea

#### Elements and Performance Criteria

##### *Maintain personal appearance*

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

- PC1.** comply with specified uniform/dress code and grooming guidelines
- PC2.** maintain personal hygiene
- PC3.** use name badges as per standard operating procedure
- PC4.** greet the customers, enquiring about the reason for their visit

##### *Manage workarea*

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

- PC5.** record queries/complaints of walk-in customers in CRM, register or MS Excel
- PC6.** record daily number of customer walk-ins and units accepted for repair/replacement in the job sheets
- PC7.** monitor correctness and completeness of customer documents in case of issues to get them processed with the backend/respective department
- PC8.** work efficiently to achieve performance, service targets and profitability for a given time period
- PC9.** implement steps to attain necessary typing speed for recording necessary information in the relevant software

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisational guidelines with respect to standard uniform, name badges and resolution timeliness
- KU2.** store management process and service entries in Customer Relationship Management(CRM) or MS Excel and in the job sheet
- KU3.** tasks of each department in order to route the issue to the concerned department, for a quick resolution
- KU4.** targets for performance and sales
- KU5.** navigation of intranet tools and Customer Relationship Management(CRM) software

## Generic Skills (GS)

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

- GS1.** maintain a presentable appearance
- GS2.** communicate with customers respectfully and patiently
- GS3.** speak fluently and understand English/regional language
- GS4.** manage time while performing multiple responsibilities
- GS5.** communicate respectfully with peers/seniors
- GS6.** read and comprehend documents and reports

## Qualification Pack

### Assessment Criteria

| Assessment Criteria for Outcomes  | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Maintain personal appearance</i>   | <b>12</b>    | <b>16</b>       | -             | <b>4</b>   |
| <b>PC1.</b> comply with specified uniform/dress code and grooming guidelines  | 3            | 5               | -             | 2          |
| <b>PC2.</b> maintain personal hygiene   | 3            | 7               | -             | 1          |
| <b>PC3.</b> use name badges as per standard operating procedure   | 3            | -               | -             | -          |
| <b>PC4.</b> greet the customers, enquiring about the reason for their visit   | 3            | 4               | -             | 1          |
| <i>Manage workarea</i>  | <b>28</b>    | <b>34</b>       | -             | <b>6</b>   |
| <b>PC5.</b> record queries/complaints of walk-in customers in CRM, register or MS Excel   | 7            | 9               | -             | 2          |
| <b>PC6.</b> record daily number of customer walk-ins and units accepted for repair/replacement in the job sheets                                      | 8            | 8               | -             | 1          |
| <b>PC7.</b> monitor correctness and completeness of customer documents in case of issues to get them processed with the backend/respective department | 4            | 6               | -             | 1          |
| <b>PC8.</b> work efficiently to achieve performance, service targets and profitability for a given time period  | 4            | 5               | -             | 1          |
| <b>PC9.</b> implement steps to attain necessary typing speed for recording necessary information in the relevant software                             | 5            | 6               | -             | 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>            | TEL/N2215   |
| <b>NOS Name</b>            | Manage work area and maintain personal appearance |
| <b>Sector</b>              | Telecom   |
| <b>Sub-Sector</b>          | Handset   |
| <b>Occupation</b>          | Customer Service                                  |
| <b>NSQF Level</b>          | 4   |
| <b>Credits</b>             | 5   |
| <b>Version</b>             | 2.0   |
| <b>Last Reviewed Date</b>  | NA  |
| <b>Next Review Date</b>    | 30/12/2024  |
| <b>NSQC Clearance Date</b> | 30/12/2021  |



## Qualification Pack

# TEL/N2201: Identify Issues, Troubleshoot and Coordinate with Technical Team

## Description

This OS unit is about classification of problems/issues in the handset/accessories of walk-in customers, troubleshooting them and then coordinating with the technical team for replacing or repairing handset/accessories.

## Scope

The scope covers the following :

- Analyse customer issues
- Coordinate with others for repair/replacement

## Elements and Performance Criteria

### *Analyse customer issues*

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

- PC1.** interact with the customer to enquire about the symptoms
- PC2.** interact with customer through token/ticket management system
- PC3.** identify the root cause of the problem in the handset/accessory
- PC4.** categorize the handset/accessory issue to be dealt as frontend (level 1) or backend (level 2 and 3)
- PC5.** troubleshoot the problem to provide software/hardware support for various operating systems
- PC6.** inform the customers about software updates such as latest operating system/upgrades
- PC7.** complete the documentation/job sheet after obtaining handset from the customer
- PC8.** inform charges for repair/replacement after checking handset warranty, if applicable, as a level 1 specialist
- PC9.** assess the handset for Dead On Arrival(DOA)
- PC10.** inform the customer about the resolution time/Turn Around Time(TAT) and handover a copy of the job sheet to the customer for reference

### *Coordinate with others for repair/replacement*

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

- PC11.** resolve all issues pertaining to the device in co-ordination with a level 2 specialist, if required
- PC12.** handover the handset with the accessories along with the job sheet to a level 3 specialist, in case problem cannot be resolved by the level 2 specialist
- PC13.** escalate the problem to a supervisor/floor support/manager as per escalation matrix, if unable to resolve
- PC14.** call the customer within TAT (Turn Around Time) to inform him/her for collection of repaired/replaced handset/accessory and repair charges

## Qualification Pack

**PC15.** handover repaired/replaced handset/accessory to customer within TAT and collect payment, as applicable

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of the role in representing the organization
- KU2.** token and ticket management process
- KU3.** products offered by the organization and various operating systems of handsets
- KU4.** prevalent technical limitations/bugs and updates/upgrades available to address them
- KU5.** latest technology updates and possible errors & troubleshooting
- KU6.** series of tests like litmus test, physical damage check, battery test etc., to troubleshoot handset/accessory issues
- KU7.** open and close ended questions
- KU8.** service entry process in CRM/MS Excel/paper register and in job sheet
- KU9.** product offered by the organization and various operating systems of handsets
- KU10.** warranty guidelines
- KU11.** dead on arrival (DOA) process guidelines
- KU12.** repair/replacement TAT of the company
- KU13.** process steps for repair/replacement and co-ordination with internal departments
- KU14.** each department's task handling, in order to route issue to the concerned department (Level 2/Level 3) , for a quick resolution
- KU15.** standard operating procedures for query and problem reporting and their redressal in the organisation
- KU16.** pre-defined charging slabs, service and repair TAT, as per the organization guidelines

### Generic Skills (GS)

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

- GS1.** speak and understand English/regional language
- GS2.** evaluate issues and take decisions for quick resolution of problems
- GS3.** comprehend different problems and suggest best possible solutions
- GS4.** gauge customer's communication style and respond appropriately
- GS5.** empathize with customer's problems, criticism and suggestions
- GS6.** switch over to customer's language to increase comfort level
- GS7.** clearly communicate with the peers/seniors for faster resolution to problems
- GS8.** work with a courteous and professional attitude in a team
- GS9.** effectively translate and convey information

## Qualification Pack

### Assessment Criteria

| Assessment Criteria for Outcomes  | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Analyse customer issues</i>  | <b>18</b>    | <b>40</b>       | -             | <b>6</b>   |
| <b>PC1.</b> interact with the customer to enquire about the symptoms  | 2            | 3               | -             | 1          |
| <b>PC2.</b> interact with customer through token/ticket management system   | 2            | 4               | -             | -          |
| <b>PC3.</b> identify the root cause of the problem in the handset/accessory   | 2            | 3               | -             | -          |
| <b>PC4.</b> categorize the handset/accessory issue to be dealt as frontend (level 1) or backend (level 2 and 3)   | 1            | 5               | -             | 1          |
| <b>PC5.</b> troubleshoot the problem to provide software/hardware support for various operating systems   | 1            | 5               | -             | 1          |
| <b>PC6.</b> inform the customers about software updates such as latest operating system/upgrades  | 3            | 4               | -             | 1          |
| <b>PC7.</b> complete the documentation/job sheet after obtaining handset from the customer  | 1            | 4               | -             | -          |
| <b>PC8.</b> inform charges for repair/replacement after checking handset warranty, if applicable, as a level 1 specialist   | 3            | 4               | -             | 1          |
| <b>PC9.</b> assess the handset for Dead On Arrival(DOA)   | 1            | 5               | -             | 1          |
| <b>PC10.</b> inform the customer about the resolution time/Turn Around Time(TAT) and handover a copy of the job sheet to the customer for reference                   | 2            | 3               | -             | -          |
| <i>Coordinate with others for repair/replacement</i>  | <b>12</b>    | <b>20</b>       | -             | <b>4</b>   |
| <b>PC11.</b> resolve all issues pertaining to the device in co-ordination with a level 2 specialist, if required  | 4            | 3               | -             | 1          |
| <b>PC12.</b> handover the handset with the accessories along with the job sheet to a level 3 specialist, in case problem cannot be resolved by the level 2 specialist | 3            | 4               | -             | -          |

### Qualification Pack

| Assessment Criteria for Outcomes  | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <b>PC13.</b> escalate the problem to a supervisor/floor support/manager as per escalation matrix, if unable to resolve                                  | 3            | 4               | -             | 1          |
| <b>PC14.</b> call the customer within TAT (Turn Around Time) to inform him/her for collection of repaired/replaced handset/accessory and repair charges | 1            | 4               | -             | 1          |
| <b>PC15.</b> handover repaired/replaced handset/accessory to customer within TAT and collect payment, as applicable                                     | 1            | 5               | -             | 1          |
| <b>NOS Total</b>  | <b>30</b>    | <b>60</b>       | <b>-</b>      | <b>10</b>  |

## Qualification Pack

### National Occupational Standards (NOS) Parameters

|                            |  |
|----------------------------|--|
| <b>NOS Code</b>            | TEL/N2201  |
| <b>NOS Name</b>            | Identify Issues, Troubleshoot and Coordinate with Technical Team |
| <b>Sector</b>              | Telecom  |
| <b>Sub-Sector</b>          | Handset  |
| <b>Occupation</b>          | Sales and Distribution - Handset Segment                         |
| <b>NSQF Level</b>          | 4  |
| <b>Credits</b>             | 5  |
| <b>Version</b>             | 3.0  |
| <b>Last Reviewed Date</b>  | NA   |
| <b>Next Review Date</b>    | 30/12/2024   |
| <b>NSQC Clearance Date</b> | 30/12/2021   |

## Qualification Pack

# TEL/N9101: Organize 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>            | Organize 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>             | 1  |
| <b>Version</b>             | 2.0  |
| <b>Last Reviewed Date</b>  | NA   |
| <b>Next Review Date</b>    | 24/02/2025   |
| <b>NSQC Clearance Date</b> | 24/02/2022   |

## 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>             | 1  |
| <b>Version</b>             | 2.0  |
| <b>Last Reviewed Date</b>  | NA   |
| <b>Next Review Date</b>    | 24/02/2025   |
| <b>NSQC Clearance Date</b> | 24/02/2022   |

## 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                                    | -            | -               | -             | -          |

### Qualification Pack

| 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.

## Qualification Pack

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

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

### Assessment Weightage

Compulsory NOS

| National Occupational Standards  | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks | Weightage  |
|--|--------------|-----------------|---------------|------------|-------------|------------|
| TEL/N2215.Manage work area and maintain personal appearance                | 40           | 50              | -             | 10         | 100         | 25         |
| TEL/N2201.Identify Issues, Troubleshoot and Coordinate with Technical Team | 30           | 60              | -             | 10         | 100         | 25         |
| TEL/N9101.Organize Work and Resources as per Health and Safety Standards   | 30           | 60              | -             | 10         | 100         | 20         |
| TEL/N9102.Interact Effectively with Team Members and Customers             | 25           | 65              | -             | 10         | 100         | 20         |
| DGT/VSQ/N0102.Employability Skills (60 Hours)                              | 20           | 30              | -             | -          | 50          | 10         |
| <b>Total</b>   | <b>145</b>   | <b>265</b>      | <b>-</b>      | <b>40</b>  | <b>450</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.  |

## Qualification Pack

|   |  |
|---|--|
| <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.  |