

Qualification Pack



IT Hardware Support Coordinator

QP Code: ELE/Q4701

Version: 4.0

NSQF Level: 4

Electronics Sector Skills Council of India || 155, 2nd Floor, ESC House Okhla Industrial Area-Phase 3
New Delhi- 110020 || email:anu@essc-india.org

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ELE/Q4701: IT Hardware Support Coordinator

Brief Job Description

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

Personal Attributes

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

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [ELE/N4701: Manage computing and display systems](#)
2. [ELE/N4702: Manage LMS](#)
3. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Electronics
Sub-Sector	Consumer Electronics & IT Hardware
Occupation	E-learning Management
Country	India
NSQF Level	4
Credits	16
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3512.0501

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Minimum Educational Qualification & Experience	12th grade Pass (12th grade or equivalent) with NA of experience OR 10th grade pass (10th grade or equivalent) with 3 Years of experience Relevant Experience in Consumer IT Hardware OR Previous relevant Qualification of NSQF Level (Level-3 in relevant domain) with 3 Years of experience Relevant Experience in Consumer IT Hardware
Minimum Level of Education for Training in School	10th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	16 Years
Last Reviewed On	NA
Next Review Date	07/10/2028
NSQC Approval Date	07/10/2025
Version	4.0
Reference code on NQR	QG-04-EH-04472-2025-V2-ESSCI
NQR Version	2

Remarks:

NA

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ELE/N4701: Manage computing and display systems

Description

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

Scope

The scope covers the following :

- Identify work requirement
- Install and operate e-learning equipment
- Maintain e-learning hardware/software
- Coordinate with customer care centre/repair centre

Elements and Performance Criteria

Identify work requirement

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

- PC1.** understanding of key responsibilities, commonly used hardware and software tools, essential networking devices, and IT support platforms
- PC2.** Determine the number of classrooms and associated hardware to be maintained, and identify the relevant personnel to coordinate with for technical assistance and support.
- PC3.** analyse latest computing/display products and technology
- PC4.** analyse the e-learning training delivery method using cloud-based asset management tools, remote monitoring software, and IoT-enabled devices to maintain computers, projectors, smart boards, and network systems

Install and operate e-learning equipment

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

- PC5.** assist installation technician in installing hardware at the correct place in the classrooms for enabling efficient teaching
- PC6.** maintain records of operation manuals, identification details of equipment such as serial numbers, warranty details, repair complaint procedure during installation
- PC7.** demonstrate operation of different equipment used in training delivery such as interactive white board, computer desktop or laptop, printer, projector, Photocopy machine, video conferencing tools, speakers, video camera, UPS, cabinet
- PC8.** assist teachers and students in operating hardware such as interactive white board during training session
- PC9.** provide assistance to teachers in using e-content for teaching in the class
- PC10.** resolve queries of students and teachers related to machine/equipment operation

Maintain e-learning hardware/software

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

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

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- PC12.** run antivirus and other relevant protective applications as scheduled
- PC13.** check for malfunction of software and hardware as scheduled or required
- PC14.** update latest versions of related software and antivirus software installed
- PC15.** check for authenticity of software installed so as to discourage use of pirated and unlicensed software/applications
- PC16.** analyse the hardware related concerns raised by the school to troubleshoot them accordingly
- PC17.** diagnose the problem, if any, in the system accurately
- PC18.** perform necessary steps to resolve problems to ensure no disruptions in teaching

Coordinate with customer care centre/repair centre

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

- PC19.** perform steps to register complaint with customer care while explaining the symptoms clearly and note reference number as well as turnaround time for repairing
- PC20.** inform spares centre if any replacement of module or equipment is required
- PC21.** arrange for alternative systems to prevent disruption in training
- PC22.** interact with remote technical helpdesk for support in diagnosing problems in hardware

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Understand the functions and configuration of e-learning hardware such as computers, projectors, smart boards, UPS, and networking devices
- KU2.** Knowledge of software tools, cloud-based asset management systems, and remote monitoring applications used in classroom setups
- KU3.** Awareness of standard procedures for installation, operation, and maintenance of ICT and AV equipment
- KU4.** Understand troubleshooting methods for common hardware and software issues in e-learning systems.
- KU5.** Knowledge of documentation practices, warranty details, and coordination protocols with technical support and customer care

Generic Skills (GS)

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

- GS1.** Communicate effectively with teachers, students, and technical support teams for issue resolution.
- GS2.** Apply analytical and problem-solving skills to identify and fix software/hardware malfunctions efficiently
- GS3.** Demonstrate the operation of e-learning tools and assist in their effective classroom use.
- GS4.** Maintain accurate records and follow safety and data security standards during maintenance activities.
- GS5.** Manage time and resources effectively to ensure minimal disruption in classroom teaching and training.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify work requirement</i>	6	6	-	1
PC1. understanding of key responsibilities, commonly used hardware and software tools, essential networking devices, and IT support platforms	-	-	-	-
PC2. Determine the number of classrooms and associated hardware to be maintained, and identify the relevant personnel to coordinate with for technical assistance and support.	-	-	-	-
PC3. analyse latest computing/display products and technology	-	-	-	-
PC4. analyse the e-learning training delivery method using cloud-based asset management tools, remote monitoring software, and IoT-enabled devices to maintain computers, projectors, smart boards, and network systems	-	-	-	-
<i>Install and operate e-learning equipment</i>	13	17	-	5
PC5. assist installation technician in installing hardware at the correct place in the classrooms for enabling efficient teaching	-	-	-	-
PC6. maintain records of operation manuals, identification details of equipment such as serial numbers, warranty details, repair complaint procedure during installation	-	-	-	-
PC7. demonstrate operation of different equipment used in training delivery such as interactive white board, computer desktop or laptop, printer, projector, Photocopy machine, video conferencing tools, speakers, video camera, UPS, cabinet	-	-	-	-
PC8. assist teachers and students in operating hardware such as interactive white board during training session	-	-	-	-
PC9. provide assistance to teachers in using e-content for teaching in the class	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. resolve queries of students and teachers related to machine/equipment operation	-	-	-	-
<i>Maintain e-learning hardware/software</i>	16	21	-	3
PC11. maintain the equipment installed in classrooms to ensure there are no complaints related to equipment functioning	-	-	-	-
PC12. run antivirus and other relevant protective applications as scheduled	-	-	-	-
PC13. check for malfunction of software and hardware as scheduled or required	-	-	-	-
PC14. update latest versions of related software and antivirus software installed	-	-	-	-
PC15. check for authenticity of software installed so as to discourage use of pirated and unlicensed software/applications	-	-	-	-
PC16. analyse the hardware related concerns raised by the school to troubleshoot them accordingly	-	-	-	-
PC17. diagnose the problem, if any, in the system accurately	-	-	-	-
PC18. perform necessary steps to resolve problems to ensure no disruptions in teaching	-	-	-	-
<i>Coordinate with customer care centre/repair centre</i>	5	6	-	1
PC19. perform steps to register complaint with customer care while explaining the symptoms clearly and note reference number as well as turnaround time for repairing	-	-	-	-
PC20. inform spares centre if any replacement of module or equipment is required	-	-	-	-
PC21. arrange for alternative systems to prevent disruption in training	-	-	-	-
PC22. interact with remote technical helpdesk for support in diagnosing problems in hardware	-	-	-	-
NOS Total	40	50	-	10

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National Occupational Standards (NOS) Parameters

NOS Code	ELE/N4701
NOS Name	Manage computing and display systems
Sector	Electronics
Sub-Sector	Consumer Electronics & IT Hardware
Occupation	E Learning Management
NSQF Level	4
Credits	7
Version	3.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

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ELE/N4702: Manage LMS

Description

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

Scope

The scope covers the following :

- Analyse different aspects of e- learning application
- Prepare content as per requirement
- Resolve content/application/hardware related queries
- Practice Safety and Ethics

Elements and Performance Criteria

Analyse different aspects of e- learning application

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

- PC1.** collect detailed information pertaining to e-learning application used by the school
- PC2.** analyse different training delivery methods available and the format of learning modules
- PC3.** evaluate the design of application w.r.t the various modules of learning curriculum, subjects, contents, chapters etc.
- PC4.** identify multimedia contents used in the training and their purpose

Prepare content as per requirement

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

- PC5.** coordinate with teachers to understand their requirement
- PC6.** create an outline of content from the syllabus for daily training
- PC7.** perform steps to extract content from different chapters relevant for training
- PC8.** prepare the content for training such as in presentation mode using LMS platforms (like Google Classroom, Moodle), digital content libraries etc.
- PC9.** develop content appropriate for the curriculum by referring to websites and pictures
- PC10.** raise any concerns or queries to learning centre or content centre to get clarification on the content or usage of content
- PC11.** resolve queries raised on the content and presentation on the application
- PC12.** provide information to the teacher on the relevance of content prepared
- PC13.** provide valid inputs to content development for content and design modification based on teachers' feedback as well as suggestions of principal and students
- PC14.** implement any additional content whenever developed

Resolve content/application/hardware related queries

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

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- PC15.** coordinate the content development team to resolve the queries raised by teachers so as to avoid disruption of classroom
- PC16.** assist teacher in use of computers such as switching to different screens as required, usage of links, icons and understanding the operation of hardware equipment
- PC17.** assist teachers in familiarization with content design for daily classroom training
- PC18.** resolve any queries from teachers on usage of application and hardware
- PC19.** identify updates in the application and include them
- PC20.** perform necessary steps to achieve smooth functioning of the e-learning (LMS) training delivery mechanism

Practice Safety and Ethics

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

- PC21.** Follow safety protocols while using computers, networking devices, and electrical equipment in the school environment
- PC22.** Identify and report system issues, cyber threats, or unsafe conditions to the concerned authority.
- PC23.** Maintain data privacy, avoid misuse of digital resources, and promote responsible internet usage.
- PC24.** Demonstrate punctuality, integrity, and respectful communication with students, teachers, and staff.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Understand the structure, design, and functionality of various e-learning applications and LMS platforms (e.g., Moodle, Google Classroom).
- KU2.** Knowledge of multimedia elements, content formats, and interactive learning tools used in digital education
- KU3.** Understand the process of content preparation, customization, and integration with the schools syllabus
- KU4.** Awareness of troubleshooting methods for application, content, and hardware-related issues.
- KU5.** Knowledge of digital safety, data privacy, and ethical practices in online learning environments.

Generic Skills (GS)

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

- GS1.** Communicate effectively with teachers, content teams, and students to understand and address e-learning needs.
- GS2.** Use digital tools and LMS platforms efficiently to prepare, upload, and manage training content.
- GS3.** Apply analytical and problem-solving skills to resolve issues in e-learning applications or content.

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- GS4.** Collaborate with content developers and educators for content updates and quality improvement.
- GS5.** Follow safety procedures, maintain professionalism, and ensure responsible use of digital and network resources.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Analyse different aspects of e- learning application</i>	8	16	-	3
PC1. collect detailed information pertaining to e-learning application used by the school	-	-	-	-
PC2. analyse different training delivery methods available and the format of learning modules	-	-	-	-
PC3. evaluate the design of application w.r.t the various modules of learning curriculum, subjects, contents, chapters etc.	-	-	-	-
PC4. identify multimedia contents used in the training and their purpose	-	-	-	-
<i>Prepare content as per requirement</i>	18	21	-	5
PC5. coordinate with teachers to understand their requirement	-	-	-	-
PC6. create an outline of content from the syllabus for daily training	-	-	-	-
PC7. perform steps to extract content from different chapters relevant for training	-	-	-	-
PC8. prepare the content for training such as in presentation mode using LMS platforms (like Google Classroom, Moodle), digital content libraries etc.	-	-	-	-
PC9. develop content appropriate for the curriculum by referring to websites and pictures	-	-	-	-
PC10. raise any concerns or queries to learning centre or content centre to get clarification on the content or usage of content	-	-	-	-
PC11. resolve queries raised on the content and presentation on the application	-	-	-	-
PC12. provide information to the teacher on the relevance of content prepared	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. provide valid inputs to content development for content and design modification based on teachers' feedback as well as suggestions of principal and students	-	-	-	-
PC14. implement any additional content whenever developed	-	-	-	-
<i>Resolve content/application/hardware related queries</i>	12	10	-	2
PC15. coordinate the content development team to resolve the queries raised by teachers so as to avoid disruption of classroom	-	-	-	-
PC16. assist teacher in use of computers such as switching to different screens as required, usage of links, icons and understanding the operation of hardware equipment	-	-	-	-
PC17. assist teachers in familiarization with content design for daily classroom training	-	-	-	-
PC18. resolve any queries from teachers on usage of application and hardware	-	-	-	-
PC19. identify updates in the application and include them	-	-	-	-
PC20. perform necessary steps to achieve smooth functioning of the e-learning (LMS) training delivery mechanism	-	-	-	-
<i>Practice Safety and Ethics</i>	2	3	-	-
PC21. Follow safety protocols while using computers, networking devices, and electrical equipment in the school environment	-	-	-	-
PC22. Identify and report system issues, cyber threats, or unsafe conditions to the concerned authority.	-	-	-	-
PC23. Maintain data privacy, avoid misuse of digital resources, and promote responsible internet usage.	-	-	-	-
PC24. Demonstrate punctuality, integrity, and respectful communication with students, teachers, and staff.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	40	50	-	10

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National Occupational Standards (NOS) Parameters

NOS Code	ELE/N4702
NOS Name	Manage LMS
Sector	Electronics
Sub-Sector	Consumer Electronics & IT Hardware
Occupation	E Learning Management
NSQF Level	4
Credits	8
Version	3.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

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DGT/VSQ/N0101: Employability Skills (30 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
- 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. understand the significance of employability skills in meeting the job requirements

Constitutional values – Citizenship

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

PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

Becoming a Professional in the 21st Century

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

PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

Basic English Skills

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

PC4. speak with others using some basic English phrases or sentences

Communication Skills

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

PC5. follow good manners while communicating with others

PC6. work with others in a team

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Diversity & Inclusion

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

PC7. communicate and behave appropriately with all genders and PwD

PC8. report any issues related to sexual harassment

Financial and Legal Literacy

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

PC9. use various financial products and services safely and securely

PC10. calculate income, expenses, savings etc.

PC11. approach the concerned authorities for any exploitation as per legal rights and laws

Essential Digital Skills

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

PC12. operate digital devices and use its features and applications securely and safely

PC13. use internet and social media platforms securely and safely

Entrepreneurship

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

PC14. identify and assess opportunities for potential business

PC15. identify sources for arranging money and associated financial and legal challenges

Customer Service

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

PC16. identify different types of customers

PC17. identify customer needs and address them appropriately

PC18. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC19. create a basic biodata

PC20. search for suitable jobs and apply

PC21. identify and register apprenticeship opportunities as per requirement

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills

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 basic spoken English language

KU6. Do and dont of effective communication

KU7. inclusivity and its importance

KU8. different types of disabilities and appropriate communication and behaviour towards PwD

KU9. different types of financial products and services

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- KU10.** how to compute income and expenses
- KU11.** importance of maintaining safety and security in financial transactions
- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC4. speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	1	1	-	-
PC5. follow good manners while communicating with others	-	-	-	-
PC6. work with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	3	4	-	-
PC9. use various financial products and services safely and securely	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. calculate income, expenses, savings etc.	-	-	-	-
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	4	6	-	-
PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	3	5	-	-
PC14. identify and assess opportunities for potential business	-	-	-	-
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	2	2	-	-
PC16. identify different types of customers	-	-	-	-
PC17. identify customer needs and address them appropriately	-	-	-	-
PC18. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	1	3	-	-
PC19. create a basic biodata	-	-	-	-
PC20. search for suitable jobs and apply	-	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
NOS Total	20	30	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0101
NOS Name	Employability Skills (30 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	2
Credits	1
Version	1.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

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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
ELE/N4701.Manage computing and display systems	40	50	-	10	100	40
ELE/N4702.Manage LMS	40	50	-	10	100	40
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	20
Total	100	130	-	20	250	100

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Acronyms

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

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Glossary

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

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