

Qualification Pack



LED Light Repair Technician

QP Code: ELE/Q9302

Version: 4.0

NSQF Level: 4

Electronics Sector Skills Council of India || 155, 2nd Floor, ESC House Okhla Industrial Area-Phase 3
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ELE/Q9302: LED Light Repair Technician

Brief Job Description

A LED Light Repair Technician is responsible for checking the non- functional LED light in a systematic manner to find out the fault, dismantles it repairs the fault and reassemble the light to make it functional.

Personal Attributes

A LED Light Repair Technician is responsible for checking the non- functional LED light in a systematic manner to find out the fault, dismantles it, repairs the fault and reassemble the light to make it functional.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [ELE/N9302: Diagnose and Repair Faults in LED Lights](#)
2. [ELE/N7502: Identify and Replace Faulty LED Strips and Ensure Product Quality](#)
3. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Electronics
Sub-Sector	Solar & LED
Occupation	Testing and validation-I&A
Country	India
NSQF Level	4
Credits	16
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3113.1002

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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 Solar & LED OR Previous relevant Qualification of NSQF Level (Certificate-NSQF (Level-3 in relevant domain)) with 3 Years of experience Relevant Experience in Solar & LED
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-04473-2025-V2-ESSCI
NQR Version	2

Remarks:

NA

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ELE/N9302: Diagnose and Repair Faults in LED Lights

Description

This NOS unit is about diagnosing the fault in the non-functional LED Light and mending it to make the light operational again.

Scope

The scope covers the following :

- Introduction and find, repair the faults in LED lights

Elements and Performance Criteria

Introduction and find, repair the faults in LED lights

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

- PC1.** Explain the scope of the electronics industry with a focus on the lighting sector; describe the working principle of LEDs, their types (such as SMD, COB, and high-power LEDs), and outline the technical roles, responsibilities, and career opportunities associated with a LED Light Repair Technician.
- PC2.** Identify faulty connections using thermal imaging and continuity testers and perform precision soldering/disordering tools with temperature control, and ESD-safe equipment to replace LEDs, drivers, or circuit board components accurately with lead-free solder for durable connections.
- PC3.** Inspect smart LED driver circuits and diagnose faults with sensors (like blue tooth) and other IOT devices.
- PC4.** Check LED light engine voltage/current using smart multimeters with data logging.
- PC5.** Assess power supply voltage fluctuations using digital power analyzers.
- PC6.** Conduct in-depth component testing with LCR meters for capacitors and inductors.
- PC7.** Repair or replace faulty components like MOSFETs, rectifiers, and surge protectors.
- PC8.** analyze fault patterns and suggest repairs.
- PC9.** Reassemble and test LED light systems using testing equipment.
- PC10.** Ensure compliance with safety regulations

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Understand the working principle of LEDs, different types (SMD, COB, High-Power), smart LED technologies, and the role of LED Light Repair Technicians in the growing electronics/lighting industry.
- KU2.** Knowledge of LED failure causes including thermal stress, driver malfunction, faulty sensors, and PCB-level faults.

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- KU3.** Understanding of fault-finding tools: thermal imaging devices, continuity testers, smart multimeters (with data logging), LCR meters, and digital power analyzers.
- KU4.** Familiarity with electronic components used in LED lighting systems such as MOSFETs, rectifiers, surge protectors, capacitors, inductors, and smart IoT-based driver circuits.
- KU5.** Knowledge of ESD safety protocols, lead-free soldering standards, safe power handling, and compliance with electrical safety regulations while repairing LED systems.

Generic Skills (GS)

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

- GS1.** Ability to identify and repair faults in LED lights using thermal imaging, continuity tests, and accurate component replacement with precision soldering skills.
- GS2.** Skilled in diagnosing smart LED drivers including sensor-based or IoT-enabled circuits, and inspecting voltage/current for performance evaluation.
- GS3.** Competence in performing PCB-level rework and assembly including removal and reinstallation of electronic components.
- GS4.** Ability to analyze data and fault patterns, document findings, and suggest effective/innovative repair solutions.
- GS5.** Ability to reassemble and test LED lighting systems following safety standards, ensuring proper insulation, grounding, and reliable operation.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction and find, repair the faults in LED lights</i>	40	60	-	-
PC1. Explain the scope of the electronics industry with a focus on the lighting sector; describe the working principle of LEDs, their types (such as SMD, COB, and high-power LEDs), and outline the technical roles, responsibilities, and career opportunities associated with a LED Light Repair Technician.	-	-	-	-
PC2. Identify faulty connections using thermal imaging and continuity testers and perform precision soldering/disordering tools with temperature control, and ESD-safe equipment to replace LEDs, drivers, or circuit board components accurately with lead-free solder for durable connections.	-	-	-	-
PC3. Inspect smart LED driver circuits and diagnose faults with sensors (like blue tooth) and other IOT devices.	-	-	-	-
PC4. Check LED light engine voltage/current using smart multimeters with data logging.	-	-	-	-
PC5. Assess power supply voltage fluctuations using digital power analyzers.	-	-	-	-
PC6. Conduct in-depth component testing with LCR meters for capacitors and inductors.	-	-	-	-
PC7. Repair or replace faulty components like MOSFETs, rectifiers, and surge protectors.	-	-	-	-
PC8. analyze fault patterns and suggest repairs.	-	-	-	-
PC9. Reassemble and test LED light systems using testing equipment.	-	-	-	-
PC10. Ensure compliance with safety regulations	-	-	-	-
NOS Total	40	60	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	ELE/N9302
NOS Name	Diagnose and Repair Faults in LED Lights
Sector	Electronics
Sub-Sector	Solar & LED
Occupation	Testing and validation-I&A
NSQF Level	4
Credits	6
Version	4.0
Last Reviewed Date	07/10/2025
Next Review Date	07/10/2028
NSQC Clearance Date	07/10/2025

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ELE/N7502: Identify and Replace Faulty LED Strips and Ensure Product Quality

Description

Identify and replace faulty LED strips through systematic diagnostics while ensuring product quality, performance, and compliance with safety standards

Scope

The scope covers the following :

- Testing & Validation of LEDs

Elements and Performance Criteria

Testing & Validation of LED's

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

- PC1.** Identify faulty LED strips using smart LED testers and spectrum analyzers
- PC2.** Remove and replace damaged LED strips with high-efficiency COB (Chip-on-Board) or SMD LEDs
- PC3.** Analyze driver circuits with microcontroller-based diagnostic tools for embedded firmware issues
- PC4.** Calibrate LED brightness and color accuracy using high-resolution digital magnifiers, automated inspection stations or digital light meters and spectrophotometers
- PC5.** Check connectivity and performance of wireless-enabled LED drivers (Bluetooth, Zigbee, Wi-Fi, DALI)
- PC6.** Troubleshoot flickering, dimming, and thermal management issues using advanced thermal cameras.
- PC7.** Repair or reprogram smart LED controllers to restore lighting functionalities.
- PC8.** Conduct final testing using digital diagnostic systems for performance verification
- PC9.** Maintain digital records of all repairs and firmware updates.
- PC10.** Ensure compliance with modern lighting standards

Practice Safety and Ethics

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

- PC11.** Use appropriate PPE and follow safety procedures while repairing or testing LED lights and electrical circuits.
- PC12.** Identify and report faulty wiring, damaged components, or unsafe work conditions.
- PC13.** Handle tools, electronic parts, and equipment with care to prevent damage or accidents
- PC14.** Maintain discipline, honesty, and respectful behavior while interacting with customers and team members.

Knowledge and Understanding (KU)

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The individual on the job needs to know and understand:

- KU1.** Understand types of LED strips, drivers, and smart controllers including COB, SMD, Bluetooth, Zigbee, Wi-Fi, and DALI systems.
- KU2.** Know how to use diagnostic and measurement tools such as smart LED testers, spectrophotometers, thermal cameras, and digital magnifiers.
- KU3.** Understand thermal management, brightness calibration, and performance parameters of LED lighting systems.
- KU4.** Know safety standards, PPE usage, and electrical handling procedures while testing and validation work
- KU5.** Understand documentation requirements including digital service records, firmware update logs, and compliance standards.

Generic Skills (GS)

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

- GS1.** Diagnose and troubleshoot LED strip defects, flickering or dimming issues using advanced testing tools.
- GS2.** Replace faulty LED strips and repair/reprogram smart LED drivers with precision and care.
- GS3.** Calibrate LED brightness and color output to meet required quality standards.
- GS4.** Maintain accurate digital documentation and ensure traceability of repairs and validation results.
- GS5.** Follow safety, ethical practices, and effective communication while working with customers and colleagues.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Testing & Validation of LED's</i>	36	50	-	-
PC1. Identify faulty LED strips using smart LED testers and spectrum analyzers	-	-	-	-
PC2. Remove and replace damaged LED strips with high-efficiency COB (Chip-on-Board) or SMD LEDs	-	-	-	-
PC3. Analyze driver circuits with microcontroller-based diagnostic tools for embedded firmware issues	-	-	-	-
PC4. Calibrate LED brightness and color accuracy using high-resolution digital magnifiers, automated inspection stations or digital light meters and spectrophotometers	-	-	-	-
PC5. Check connectivity and performance of wireless-enabled LED drivers (Bluetooth, Zigbee, Wi-Fi, DALI)	-	-	-	-
PC6. Troubleshoot flickering, dimming, and thermal management issues using advanced thermal cameras.	-	-	-	-
PC7. Repair or reprogram smart LED controllers to restore lighting functionalities.	-	-	-	-
PC8. Conduct final testing using digital diagnostic systems for performance verification	-	-	-	-
PC9. Maintain digital records of all repairs and firmware updates.	-	-	-	-
PC10. Ensure compliance with modern lighting standards	-	-	-	-
<i>Practice Safety and Ethics</i>	4	10	-	-
PC11. Use appropriate PPE and follow safety procedures while repairing or testing LED lights and electrical circuits.	-	-	-	-
PC12. Identify and report faulty wiring, damaged components, or unsafe work conditions.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. Handle tools, electronic parts, and equipment with care to prevent damage or accidents	-	-	-	-
PC14. Maintain discipline, honesty, and respectful behavior while interacting with customers and team members.	-	-	-	-
NOS Total	40	60	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	ELE/N7502
NOS Name	Identify and Replace Faulty LED Strips and Ensure Product Quality
Sector	Electronics
Sub-Sector	
Occupation	Testing and validation-I&A
NSQF Level	4
Credits	9
Version	1.0
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/N9302.Diagnose and Repair Faults in LED Lights	40	60	-	-	100	40
ELE/N7502.Identify and Replace Faulty LED Strips and Ensure Product Quality	40	60	-	-	100	40
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	20
Total	100	150	-	-	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
NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Qualification Pack

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.
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.
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National Occupational Standard	NOS are occupational standards which apply uniquely in the Indian context.
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Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding	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 (G)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today world. These skills are typically needed in any work environment in today 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.
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