

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR ELECTRONICS INDUSTRY

### What are? Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

**Contact Us:** ESSCI,  
New Delhi Electronics  
Sector Skills Council of  
India 422, Okhla  
Industrial  
Estate, Phase-III,  
New Delhi-110020  
E-mail:  
info@essc-india.org



## Contents

1. Introduction and Contacts.....P1
2. Qualifications Pack.....P2
3. OS Units.....P3
4. Glossary of Key Terms .....P17
5. Nomenclature for QP & OS.....P19

## Introduction

### Qualifications Pack- IT Coordinator in School

**SECTOR: ELECTRONICS**

**SUB-SECTOR:** IT Hardware

**OCCUPATION:** E-learning Management

**REFERENCE ID:** ELE/Q4701

**ALIGNED TO:** NCO-2015/ 3512.0501

**IT Coordinator in School:** Also called 'e-learning Facilitator', the IT Coordinator provides support on the e-learning content and hardware used for training in schools.

**Brief Job Description:** The individual at work is responsible for operating and maintaining e-learning hardware and, updating and operating e-learning application. The individual also assists teachers and students in operating the e-learning applications.

**Personal Attributes:** The job requires the individual to have: ability to build interpersonal relationships, willingness to learn, teaching orientation focussed on children. The individual must have positive attitude towards work to listen to diverse customers.

Details of Job	<b>Qualifications Pack Code</b>	<b>ELE/Q4701</b>		
	<b>Job Role</b>	<b>IT Coordinator in School</b>		
	<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
	<b>Sector</b>	<b>Electronics</b>	<b>Drafted on</b>	<b>24/11/13</b>
	<b>Sub-sector</b>	<b>IT Hardware</b>	<b>Last reviewed on</b>	<b>24/12/13</b>
	<b>Occupation</b>	<b>E-learning Management</b>	<b>Next review date</b>	<b>30/06/16</b>
	<b>NSQC Clearance on</b>	<b>20/07/15</b>		

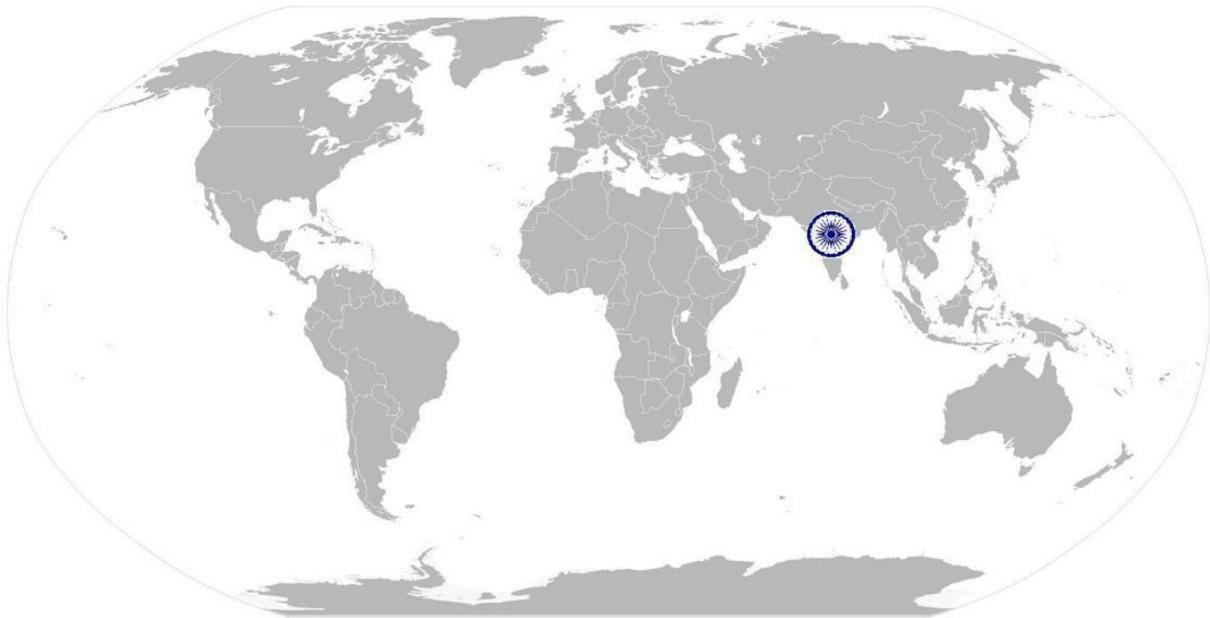
<b>Job Role</b>	<b>IT Coordinator in School</b> Also called 'e-learning Facilitator'
<b>Role Description</b>	Operating and maintaining e-learning hardware and, updating and operating e-learning application; Also assisting teachers and students in operating the e-learning applications.
<b>NSQF level</b>	4
<b>Minimum Educational Qualifications</b>	Diploma
<b>Maximum Educational Qualifications</b>	B. Tech
<b>Training</b>	Remote helpdesk technician and maintenance of computers, projectors
<b>Minimum Job Entry Age</b>	18 years
<b>Experience</b>	Not applicable
<b>Applicable National Occupational Standards (NOS)</b>	<p><b>Compulsory:</b></p> <ol style="list-style-type: none"> <li><a href="#">ELE/N4701 Manage computing and display systems</a></li> <li><a href="#">ELE/N4702 Manage e-learning curriculum</a></li> <li><a href="#">ELE/N4703 Coordinate with others to perform the work</a></li> </ol> <p><b>Optional:</b> Not applicable</p>
<b>Performance Criteria</b>	As described in the relevant OS units

**ELE/N4701**

**Manage computing and display systems**

---

# National Occupational Standard



## Overview

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

**ELE/N4701**

**Manage computing and display systems**

National Standard	<b>Unit Code</b>	<b>ELE/N4701</b>
	<b>Unit Title (Task)</b>	<b>Manage computing and display systems</b>
	<b>Description</b>	This OS unit is about managing various hardware equipment used in e-learning training such as computers, peripherals, projectors and display units including operation and troubleshooting
	<b>Scope</b>	<p>This unit/ task covers the following:</p> <ul style="list-style-type: none"> <li>• Understand the daily work requirement and schedule</li> <li>• Install and operate the e-learning equipment</li> <li>• Up keeping of e-learning hardware equipment</li> <li>• Achieve productivity and quality standards as per company's norms</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
	<b>Understanding work requirement</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC1. understand the number of classrooms to be attended and hardware to be maintained</p> <p>PC2. identify the persons to coordinate with for any assistance</p> <p>PC3. familiarise with latest computing and display products and technology</p> <p>PC4. understand the e-learning training delivery method</p> <p>PC5. operate different equipment used in training delivery such as interactive white board, computer desktop or laptop, printer, projector, speakers, video camera, UPS, cabinet</p>
	<b>Installing and operating e-learning equipment</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC6. assist in installation of hardware in the classrooms along with the installation technician</p> <p>PC7. install equipment at the correct place for enabling efficient teaching</p> <p>PC8. carry or store operation manuals, identification details of equipment such as serial numbers, warranty details, repair complaint procedure during installation</p> <p>PC9. operate and demonstrate all the e-learning related equipment</p> <p>PC10. assist teachers and students in hardware operation during training session</p> <p>PC11. train students and teachers on use of interactive white board with touch features</p> <p>PC12. assist teachers in using e-content for teaching in the class</p> <p>PC13. effectively operate the equipments installed in classrooms</p> <p>PC14. resolve queries in machine operation</p> <p>PC15. achieve zero complaints from school / teachers on equipment functioning</p>
	<b>Up keeping e-learning hardware</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC16. maintain the equipment</p> <p>PC17. run antivirus and other relevant protective applications as scheduled</p>

**ELE/N4701**

**Manage computing and display systems**

	<p>PC18. check for malfunction of software and hardware as scheduled or required</p> <p>PC19. update latest versions of related software and antivirus software installed</p> <p>PC20. discourage use of pirated and unlicensed software and applications</p>
<b>Coordinating with customer care centre or repair centre</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC21. understand the hardware related concerns raised by the school</p> <p>PC22. analyse the concerns and trouble shoot or</p> <p>PC23. inform customer care centre and ask for complain reference number and turnaround time for repairing</p> <p>PC24. inform spares centre for any replacement required of module or equipment if troubleshooting does not resolve the problem</p> <p>PC25. arrange for alternative systems so that training delivery is not disrupted</p> <p>PC26. interact with remote technical helpdesk to take remote support for diagnosing problems in hardware</p> <p>PC27. explain the symptoms clearly, answer the queries</p> <p>PC28. take necessary action to resolve problems</p>
<b>Achieving productivity and quality</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC29. diagnose the problem in system accurately</p> <p>PC30. identify the solution accurately</p> <p>PC31. ensure there are no disruptions in teaching and training delivery due to hardware failure</p> <p>PC32. achieve 100% customer satisfaction</p>
<b>Knowledge and Understanding</b>	
<b>A. Organizational</b>	<b>The individual on the job needs understand:</b>
<b>Context</b> (Knowledge of the company / organization and its processes)	<p>KA1. institution's code of conduct</p> <p>KA2. organisation culture</p> <p>KA3. school's reporting structure</p> <p>KA4. institutions' documentation policy</p> <p>KA5. Human Resource and performance evaluation policy</p> <p>KA6. internal process system such as ERP followed in the school</p> <p>KA7. institution's affiliation with educational boards</p>
<b>B. Technical Knowledge</b>	<b>The individual on the job needs to know and understand:</b>
	<p>KB1. basics, products, features, purpose and functionalities of e-learning and learning tools</p> <p>KB2. school's e-learning modules and curriculum</p> <p>KB3. basics on IT hardware equipment</p> <p>KB4. in-depth understanding on e-learning related hardware equipment</p> <p>KB5. to install and disassemble learning related equipments</p> <p>KB6. basic electronics of system hardware</p> <p>KB7. Basic hardware maintenance</p> <p>KB8. functions of interactive white board and all touch features in it</p> <p>KB9. behavioural aspects and etiquette to be followed at school and while interacting with teachers and students</p> <p>KB10. relevant reference sheets, manuals and documents to be used at work</p> <p>KB11. internal process system and their usage</p> <p>KB12. warranty and after sales support details on hardware equipment used in</p>

**ELE/N4701**

**Manage computing and display systems**

	<p>schools</p> <p>KB13. different models of after sales support provided by the vendor</p>
<b>Skills (S)</b>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Reading and writing skills</b></p>
	<p>The individual on the job needs to know and understand how to:</p> <p>SA1. read the content related information in the application</p> <p>SA2. read text manuals regarding the hardware equipment issues</p>
<p><b>B. Professional Skills</b></p>	<p><b>Interpersonal skills</b></p>
	<p>The individual on the job needs to know and understand how to:</p> <p>SB1. listen carefully and interpret requirement</p> <p>SB2. suggest on possible solutions</p> <p>SB3. communicate in English and local language</p>
	<p><b>E-Learning hardware related skills</b></p>
	<p>The individual on the job needs to know and understand how to:</p> <p>SB4. operate and train people on using interactive whiteboard</p> <p>SB5. operate and maintain all e-learning hardware equipment</p> <p>SB6. diagnose basic problems in hardware</p>
	<p><b>System operation and support skills</b></p>
	<p>The individual on the job needs to know and understand:</p> <p>SB7. how to operate computer and internet</p> <p>SB8. how to use and understand microsoft package</p> <p>SB9. company's internal process software such as ERP for recording and documenting the customer call</p>
	<p><b>Critical thinking</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB10. spot process disruptions and delays</p> <p>SB11. report on any customer concerns to superiors without delay</p>
	<p><b>Decision making</b></p>
	<p>The user/individual on the job needs to know and understand how to decide on:</p> <p>SB12. query resolution and call closure of non technical queries</p> <p>SB13. the department to which the query needs to be transferred for right solution</p>
<p><b>Interpreting skills</b></p>	
<p>The user/individual on the job needs to know and understand how:</p> <p>SB14. to ask relevant questions to diagnose the issue in hardware equipment</p> <p>SB15. interpret the issue and provide possible solutions</p>	



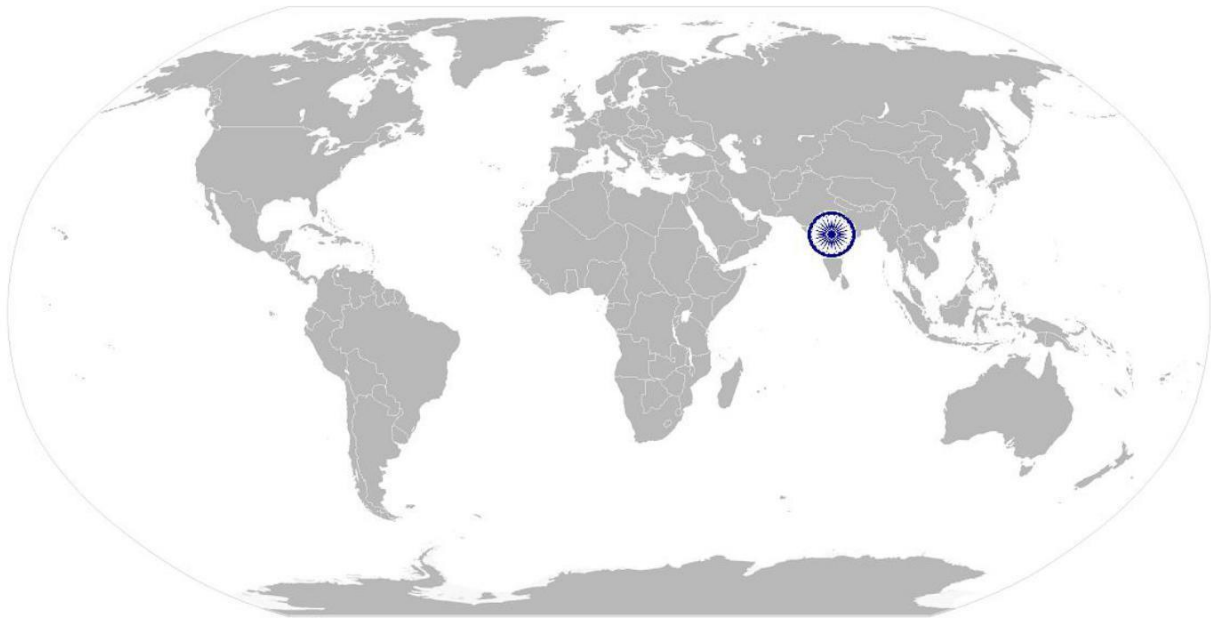
**ELE/N4701**

**Manage computing and display systems**

## NOS Version Control

<b>NOS Code</b>	<b>ELE/N4701</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Electronics</b>	<b>Drafted on</b>	<b>24/11/13</b>
<b>Industry Sub-sector</b>	<b>IT Hardware</b>	<b>Last reviewed on</b>	<b>24/12/13</b>
<b>Occupation</b>	<b>E-learning Management</b>	<b>Next review date</b>	<b>30/06/16</b>

# National Occupational Standard



## Overview

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



**ELE/N4702**

**Manage e-learning curriculum**

National Occupational Standard

<b>Unit Code</b>	<b>ELE /N4702</b>
<b>Unit Title (Task)</b>	<b>This unit/ task covers the following: Manage e-learning curriculum</b>
<b>Description</b>	This OS unit is about diagnosing the technical query raised by customers, perform troubleshooting and resolve the queries through telephone.
	<ul style="list-style-type: none"> <li>• Understand the basics of e-learning</li> <li>• Prepare content as requested</li> <li>• Assist teachers in training delivery</li> <li>• Interact with learning centre</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Understanding basics of e-learning</b>	To be competent, the user/ individual must be able to: PC1. understand e-learning application that the school is using PC2. be informed on different training delivery methods available and the format of learning modules PC3. understand how modules of learning curriculum are designed in the application PC4. educate self on different subjects are sorted and presented in the application and how the contents, chapters are designed PC5. identify and recognise icons, links, buttons that are to be used and their purpose PC6. identify multimedia contents used in the training and their purpose
<b>Preparing content</b>	To be competent, the user/ individual must be able to: PC7. understand how content can be taken from the syllabus for daily training PC8. prepare the content for training such as in presentation mode PC9. take necessary contents from different chapters relevant for training PC10. understand the time table for classes and schedule the work accordingly PC11. achieve smooth functioning of the e-learning training delivery mechanism PC12. develop content appropriate for the curriculum PC13. resolve queries raised on the content and presentation on the application PC14. satisfy the teacher on the relevance of content prepared PC15. provide valid inputs for content and design modification based on teachers' feedback PC16. quickly resolve the content related concern to avoid disruption of classroom
<b>Assisting teachers</b>	To be competent, the user/ individual must be able to: PC17. coordinate with teachers for understanding their requirement PC18. help teachers in understanding the operation of hardware equipment PC19. assist teachers in familiarisation with content design PC20. assist teacher in use of computers such as switching to different screens as required, usage of links and icons PC21. assist teachers in gathering content for daily classroom training

ELE/N4702

Manage e-learning curriculum

	<p>PC22. get external content from websites and pictures useful for their content</p> <p>PC23. resolve any queries from teachers on usage of application and hardware</p>
<b>Interacting with learning centre</b>	<p>To be competent, the user/ individual must be able to:</p> <p>PC24. raise any concerns or queries to learning centre or content centre to get clarification on the content or usage of content</p> <p>PC25. add any additional contents whenever they are developed</p> <p>PC26. understand any updates in the application and include them</p> <p>PC27. coordinate the content development to understand about the queries raised by teachers to resolve them</p> <p>PC28. suggest the content development team for modifications based on the suggestions received by principal, teachers and students</p>
<b>Knowledge and Understanding</b>	
<b>A. Organizational</b>	<b>The individual on the job needs to know and understand:</b>
<b>Context</b> (Knowledge of the company / organization and its processes)	<p>KA1. institution's code of conduct</p> <p>KA2. organisation culture</p> <p>KA3. school's reporting structure</p> <p>KA4. institutions' documentation policy</p> <p>KA5. human Resource and performance evaluation policy</p> <p>KA6. internal process system such as ERP followed in the school</p> <p>KA7. institution's affiliation with educational boards</p>
<b>B. Technical Knowledge</b>	<b>The individual on the job needs to know and understand:</b>
	<p>KB1. basics, products, features, purpose and functionalities of e-learning and learning tools</p> <p>KB2. school's e-learning modules and curriculum</p> <p>KB3. basics on IT hardware equipment</p> <p>KB4. functions of interactive white board and all touch features in it</p> <p>KB5. design of curriculum and content in the application</p> <p>KB6. usage of icons, links in the content and their purpose</p> <p>KB7. chapter classification in the syllabus</p> <p>KB8. extraction of relevant content for daily training delivery</p> <p>KB9. all controls and specification of the application and software</p> <p>KB10. to use internet to extract related information to add to the existing content</p> <p>KB11. convert the content to any required document type</p> <p>KB12. to use effectively the Microsoft office package for documentation and recording</p> <p>KB13. behavioural aspects and etiquette to be followed at school and while interacting with teachers and students</p> <p>KB14. relevant reference sheets, manuals and documents to be used at work</p> <p>KB15. internal process system and their usage</p> <p>KB16. warranty and after sales support details on hardware equipment used in schools</p> <p>KB17. different models of after sales support provided by the vendor</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading and writing skills</b>
	<p>The individual on the job needs to know and understand how to:</p> <p>SA1. read the content related information in the application</p>

**ELE/N4702**

**Manage e-learning curriculum**

	<p>SA2. read and extract relevant information from internet SA3. read text manuals regarding the hardware equipment issues</p>
<p><b>B. Professional Skills</b></p>	<p><b>Interpersonal skills</b></p>
	<p>The individual on the job needs to know and understand how to: SB1. listen carefully and interpret requirement SB2. suggest on possible solutions SB3. communicate in English and local language</p>
	<p><b>E-Learning content related skills</b></p>
	<p>The individual on the job needs to know and understand how to: SB4. operate and train people on using interactive whiteboard SB5. maintain e-learning application SB6. run features and controls on e-learning application SB7. extract relevant information from the application as per the content required</p>
	<p><b>System operation skills</b></p>
	<p>The individual on the job needs to know and understand how to: SB8. operate computer and internet SB9. use and understand Microsoft package SB10. operate company's internal process software such as ERP for recording and documenting the customer call</p>

**ELE/N4702**

**Manage e-learning curriculum**

## **NOS Version Control**

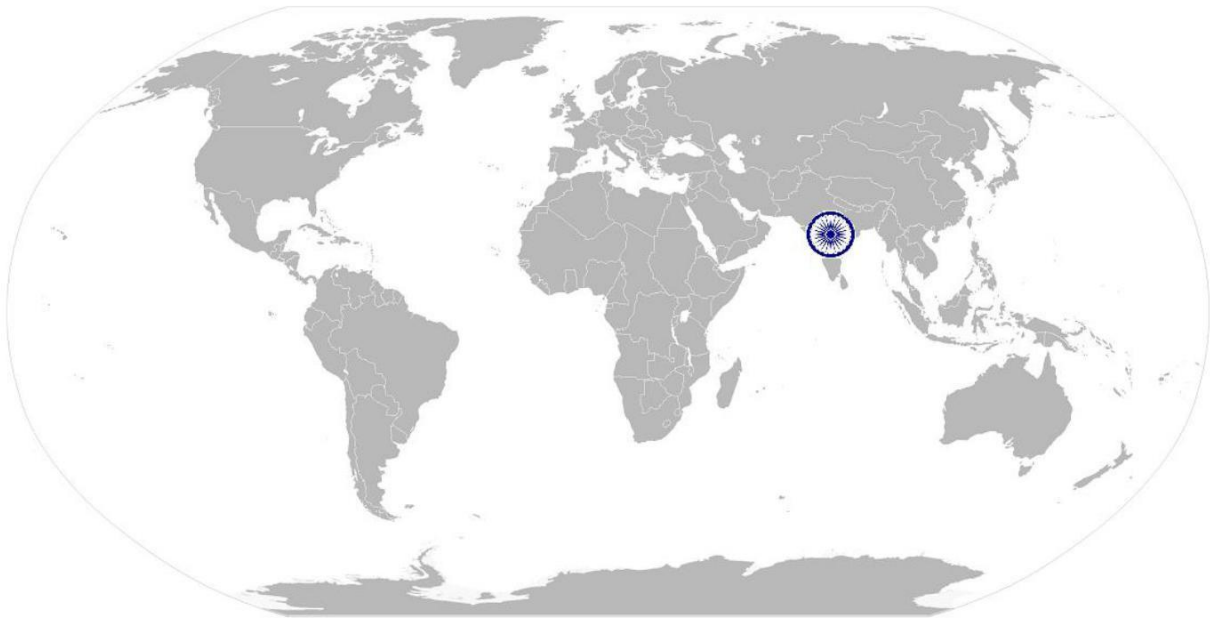
<b>NOS Code</b>	<b>ELE/N4702</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Electronics</b>	<b>Drafted on</b>	<b>24/11/13</b>
<b>Industry Sub-sector</b>	<b>IT Hardware</b>	<b>Last reviewed on</b>	<b>24/12/13</b>
<b>Occupation</b>	<b>E-learning Management</b>	<b>Next review date</b>	<b>30/06/16</b>

ELE/N4703

Coordinate with others to perform the work

---

# National Occupational Standard



## Overview

This unit is about the individual's level of communication with colleagues, supervisors, teachers, students and related parties to execute their work and ensure there are no process disruptions.

**ELE/N4703**

**Coordinate with others to perform the work**

Occupational	<b>Unit Code</b>	<b>ELE/N4703</b>
	<b>Unit Title (Task)</b>	This unit/ task covers the following: <b>Coordinate with others to perform the work</b>
	<b>Description</b>	This OS unit is about communicating with colleagues and seniors in order to achieve smooth work flow
		<ul style="list-style-type: none"> <li>• Interact with supervisor or superior</li> <li>• Coordinate with teachers and students</li> <li>• Coordinate with customer care centre and technical helpdesk</li> <li>• Coordinate with repair centre and spares centre</li> </ul>
	<b>Performance Criteria(PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
	<b>Interacting with superior</b>	To be competent, the user/ individual must be able to: PC1. understand work requirements PC2. understand the targets, performance indicators and incentives
	<b>Coordinating with teachers and students</b>	To be competent, the user/ individual must be able to: PC3. assist in operation of e-learning hardware and application PC4. assist in preparing content for training delivery PC5. understand any queries on the e-learning tools PC6. assist students on proper usage and operation of hardware and system
	<b>Coordinating with customer care centre and technical helpdesk</b>	To be competent, the user/ individual must be able to: PC7. identify and register complain on system problems in time PC8. get technical assistance to diagnose unresolved problems in time
	<b>Coordinating with repairs and spares centres</b>	To be competent, the user/ individual must be able to: PC9. get replacement for faulty module or equipment PC10. ensure faster repairing of component and no delay in training delivery
<b>Achieving targets</b>	To be competent, the user/ individual must be able to: PC11. meet 100% targets given on training and maintenance PC12. complete a task efficiently and effectively PC13. ensure smooth run of processes and anticipate bottlenecks PC14. Ensure zero disruptions or delays in training delivery	
<b>Knowledge and Understanding (K)</b>		
<b>A. Organizational Context</b> (Knowledge of the company / organization and	The individual on the job needs to know and understand: KA1. company's policies on: incentives, delivery standards, and personnel management KA2. importance of the individual's role in the workflow KA3. reporting structure	



**ELE/N4703**

**Coordinate with others to perform the work**

its processes)	
<b>B. Technical Knowledge</b>	The individual on the job needs to know and understand: KB1. how to communicate effectively KB2. how to build team coordination KB3. to contact and interact with for specific information and issues
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Teamwork and multitasking</b>
	The individual on the job needs to know and understand how: SA1. to deliver product to next work process on time
<b>B. Professional Skills</b>	<b>Decision making</b>
	The individual on the job needs to know and understand: SB1. how to report potential areas of disruptions to work process SB2. when to report to supervisor and when to deal with a colleague depending on the type of concern
	<b>Reflective thinking</b>
	The individual on the job needs to know and understand: SB3. how to improve work process
	<b>Critical thinking</b>
	The individual on the job needs to know and understand: SB4. how to spot process disruptions and delays




**Coordinate with others to perform the work**

**NOS Version Control**

<b>NOS Code</b>	<b>ELE/N4703</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Electronics</b>	<b>Drafted on</b>	<b>24/11/13</b>
<b>Industry Sub-sector</b>	<b>IT Hardware</b>	<b>Last reviewed on</b>	<b>24/12/13</b>
<b>Occupation</b>	<b>E-learning Management</b>	<b>Next review date</b>	<b>30/06/16</b>

Keywords /Terms	Description
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.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or an area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Sub-function	Sub-functions are sub-activities essential to fulfil the achieving the objectives of the function.
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 they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria	Performance criteria are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (OS)	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.
Knowledge and Understanding	Knowledge and understanding 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

## Qualifications Pack For IT Coordinator in Schools

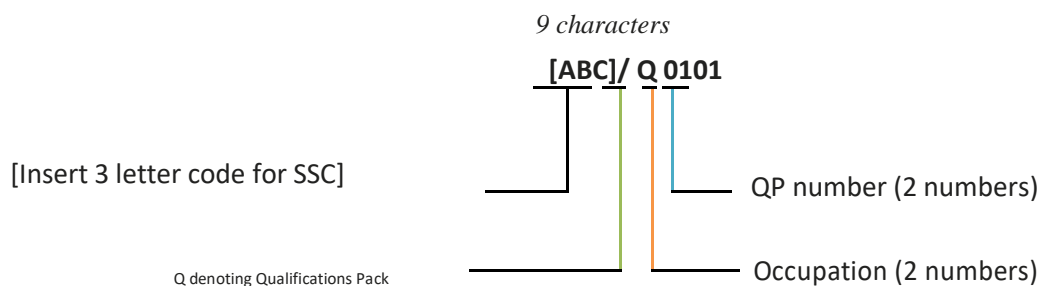
 <p>Core Skills/ Generic Skills</p>	<p>specific designated responsibilities.</p> <p>Core skills or generic skills are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.</p>
<p><b>Keywords /Terms</b></p>	<p><b>Description</b></p>
<p>NOS</p>	<p>National Occupational Standard(s)</p>
<p>NVQF</p>	<p>National Vocational Qualifications Framework</p>
<p>NSQF</p>	<p>National Qualifications Framework</p>
<p>NVEQF</p>	<p>National Vocational Education Qualifications Framework</p>
<p>QP</p>	<p>Qualifications Pack</p>



## Annexure

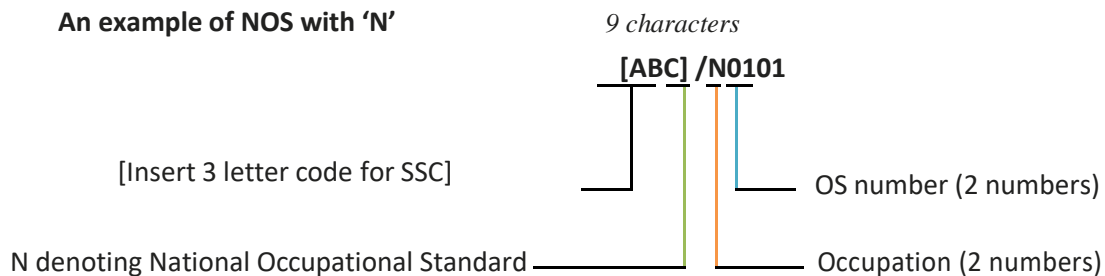
### Nomenclature for QP and NOS

#### Qualifications Pack



#### Occupational Standard

##### An example of NOS with 'N'



[Back to top...](#)

The following acronyms/codes have been used in the nomenclature above:

Sub-sector	Range of Occupation numbers
Passive Components	01 - 10
Semiconductors	11 - 20
PCB Manufacturing	21 - 30
Consumer Electronics	31 - 40
IT Hardware	41 - 50
PCB Assembly	51 - 55
Solar Electronics	56 - 60
Strategic Electronics	61 - 65
Automotive Electronics	66 - 70
Industrial Electronics	71 - 75
Medical Electronics	76 - 80
Communication Electronics	81 - 85
PCB Design	86 - 90
LED	91 - 95
Generic Occupation	96 - 99

Sequence	Description	Example
Three letters	Industry name	ELE
Slash	/	/
Next letter	Whether QP or NOS	Q / N
Next two numbers	Occupation code	01
Next two numbers	OS number	01





Qualifications Pack For IT Coordinator in Schools



CRITERIA FOR ASSESSMENT OF TRAINEES



Job Role	IT Coordinator in School
QP #	ELE/Q4701
Sector Skill Council	Electronics Sector Skills Council of India

**Guidelines for Assessment:**

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. Individual assessment agencies will create *unique question papers for theory part for each candidate at each examination/training center* (as per assessment criteria below)
4. Individual assessment agencies will create *unique evaluations for skill practical for every student at each examination/training center* based on this criteria
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

Element	Performance Criteria	Total Marks (300)	Out Of	Marks Allocation	
				Theory	Skills Practical
<b>ELE/N4701 Manage computing and display systems</b>					
Understanding work requirement	PC1. understand the number of classrooms to be attended and hardware to be maintained	<b>100</b>	3	1	2
	PC2. identify the persons to coordinate with for any assistance		3	1	2
	PC3. familiarise with latest computing and display products and technology		3	1	2
	PC4. understand the e-learning training delivery method		3	1	2
	PC5. operate different equipment used in training delivery such as interactive white board, computer desktop or laptop, printer, projector, speakers, video camera, UPS, cabinet		3	1	2
Installing and operating e-learning equipment	PC6. assist in installation of hardware in the classrooms along with the installation technician		2	1	1
	PC7. install equipment at the correct place for enabling efficient teaching		3	1	2
	PC8. carry or store operation manuals, identification details of equipment such as serial numbers, warranty details, repair complaint procedure during installation		3	1	2
	PC9. operate and demonstrate all the e-learning related equipment		3	1	2
	PC10. assist teachers and students in hardware operation during training session		3	1	2
	PC11. train students and teachers on use of interactive white board with touch features		3	1	2
	PC12. assist teachers in using e-content for teaching in the class		2	1	1
	PC13. effectively operate the equipment installed in classrooms		2	1	1
	PC14. resolve queries in machine operation		2	1	1
	PC15. achieve zero complaints from school / teachers on equipment functioning		2	1	1
Up keeping elearning hardware	PC16. maintain the equipment		5	2	3
	PC17. run antivirus and other relevant protective applications as scheduled		5	2	3
	PC18. check for malfunction of software and hardware as scheduled or required		5	2	3
	PC19. update latest versions of related software and antivirus software installed		5	2	3

Coordinating with customer care centre or repair centre	PC20. discourage use of pirated and unlicensed software and applications	100	5	2	3	
	PC21. understand the hardware related concerns raised by the school		3	1	2	
	PC22. analyse the concerns and trouble shoot or		3	1	2	
	PC23. inform customer care centre and ask for complain reference number and turnaround time for repairing		3	1	2	
	PC24. inform spares centre for any replacement required of module or equipment if troubleshooting does not resolve the problem		3	1	2	
	PC25. arrange for alternative systems so that training delivery is not disrupted		2	1	1	
	PC26. interact with remote technical helpdesk to take remote support for diagnosing problems in hardware		2	1	1	
	PC27. explain the symptoms clearly, answer the queries		2	1	1	
PC28. take necessary action to resolve problems	2		1	1		
Achieving productivity and quality	PC29. diagnose the problem in system accurately		4	2	2	
	PC30. identify the solution accurately		4	2	2	
	PC31. ensure there are no disruptions in teaching and training delivery due to hardware failure		3	1	2	
	PC32. achieve 100% customer satisfaction		4	2	2	
<b>ELE/N4702 Manage e-learning curriculum</b>			<b>100</b>	<b>40</b>	<b>60</b>	
Understanding basics of e-learning	PC1. understand e-learning application that the school is using		100	4	2	2
	PC2. be informed on different training delivery methods available and the format of learning modules			4	2	2
	PC3. understand how modules of learning curriculum are designed in the application	5		2	3	
	PC4. educate self on different subjects are sorted and presented in the application and how the contents, chapters are designed	4		2	2	
	PC5. identify and recognise icons, links, buttons that are to be used and their purpose	4		2	2	
	PC6. identify multimedia contents used in the training and their purpose	4		2	2	
Preparing content	PC7. understand how content can be taken from the syllabus for daily training	2		1	1	
	PC8. prepare the content for training such as in presentation mode	3		1	2	
	PC9. take necessary contents from different chapters relevant for training	3		1	2	
	PC10. understand the time table for classes and schedule the work accordingly	3		1	2	
	PC11. achieve smooth functioning of the e-learning training delivery mechanism	3		1	2	
	PC12. develop content appropriate for the curriculum	3		1	2	
	PC13. resolve queries raised on the content and presentation on the application	2		1	1	
	PC14. satisfy the teacher on the relevance of content prepared	2		1	1	
	PC15. provide valid inputs for content and design modification based on teachers' feedback	2		1	1	
	PC16. quickly resolve the content related concern to avoid disruption of classroom	2		1	1	
Assisting teachers	PC17. coordinate with teachers for understanding their requirement	3	1	2		
	PC18. help teachers in understanding the operation of hardware equipment	3	1	2		

	PC19. assist teachers in familiarisation with content design		3	1	2
	PC20. assist teacher in use of computers such as switching to different screens as required, usage of links and icons		4	1	3
	PC21. assist teachers in gathering content for daily classroom training		4	1	3
	PC22. get external content from websites and pictures useful for their content		4	1	3
	PC23. resolve any queries from teachers on usage of application and hardware		4	2	2
Interacting with learning centre	PC24. raise any concerns or queries to learning centre or content centre to get clarification on the content or usage of content		5	2	3
	PC25. add any additional contents whenever they are developed		5	2	3
	PC26. understand any updates in the application and include them		5	2	3
	PC27. coordinate the content development to understand about the queries raised by teachers to resolve them		5	2	3
	PC28. suggest the content development team for modifications based on the suggestions received by principal, teachers and students		5	2	3
		<b>TOTAL</b>	<b>100</b>	<b>40</b>	<b>60</b>
<b>ELE/N4703 Coordinate with others to perform the work</b>					
Interacting with superior	PC1. understand work requirements		10	4	6
	PC2. understand the targets, performance indicators and incentives		10	4	6
Coordinating with teachers and students	PC3. assist in operation of e-learning hardware and application		5	2	3
	PC4. assist in preparing content for training delivery		5	2	3
	PC5. understand any queries on the e-learning tools		5	2	3
	PC6. assist students on proper usage and operation of hardware and system		5	2	3
Coordinating with customer care centre and technical helpdesk	PC7. identify and register complain on system problems in time		10	4	6
	PC8. get technical assistance to diagnose unresolved problems in time		10	4	6
Coordinating with repairs and spares centres	PC9. get replacement for faulty module or equipment		10	4	6
	PC10. ensure faster repairing of component and no delay in training delivery		10	4	6
Achieving targets	PC11. meet 100% targets given on training and maintenance		5	2	3
	PC12. complete a task efficiently and effectively		5	2	3
	PC13. ensure smooth run of processes and anticipate bottlenecks		5	2	3
	PC14. Ensure zero disruptions or delays in training delivery		5	2	3
		<b>TOTAL</b>	<b>100</b>	<b>40</b>	<b>60</b>

