Model Curriculum

QP Name: Field Technician Other Home Appliances (Divyangjan)

QP Code: PWD/ELE/Q3104

QP Version: 2.0

NSQF Level: 4

Model Curriculum Version: 2.0

Expository: Low Vision (E003)

Skill Council for Person with Disability || Address: 501-City Centre, 12/5 Dwarka New Delhi – 110075

Table of Contents

Training Parameters

Sector	Electronics
Sub-Sector	Consumer Electronics & IT Hardware
Occupation	After Sales Service
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7249.90
Minimum Educational Qualification and Experience	11th grade pass Or Completed 1st year of 3-year diploma (after 10th) and pursuing regular diploma Or 10th grade pass plus 1-year NTC/ NAC Or 8th grade pass plus 2-year NTC plus 1 Year NAC Or 8th pass plus 1-year NTC plus 1-Year NAC plus CITS Or 10th grade pass and pursuing continuous schooling 10th Grade Pass no experience-In addition to Notional hours OJT/internship of 8 months Previous relevant Qualification of NSQF Level 3.0 with minimum education as 5th Grade pass no experience- In addition to Notional hours OJT/internship of 8 months Previous relevant Qualification of NSQF Level3.5 no experience- In addition to Notional hours OJT/internship of 4 months
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	27/01/2022
Next Review Date	02/06/2026
NSQC Approval Date	
QP Version	2.0
Model Curriculum Creation Date	27/01/2022
Model Curriculum Valid Up to Date	02/06/2026
Model Curriculum Version	2.0
Minimum Duration of the Course	780 Hours
Maximum Duration of the Course	780 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills:

- Describe the process of engaging with customer with service.
- Describe the process of installing the water purifier.
- Demonstrate the process of repairing dysfunctional water purifier.
- Demonstrate the process of repairing dysfunctional mixer/juicer/grinder.
- Demonstrate the process of dysfunctional microwave oven.
- Explain the importance of following inclusive practices for all genders and PwD at work.
- Demonstrate various practices to be followed to maintain health and safety at work.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Recommended)	On-the-Job Training Duration (Mandatory)	Total Duration
Bridge Module (PwD)	**27:00**	**63:00**	**00:00**	**00:00**	**90:00**
Module 1: Use Smart Phone (Bridge module-PwD)	03:00	21:00	00:00	00:00	24:00
Module 2: Learn Basic English (Bridge module-PwD)	21:00	24:00	00:00	00:00	45:00
Module 3: Learn basic Braille (Bridge module-PwD)	03:00	18:00	00:00	00:00	21:00
Bridge Module	**04:00**	**00:00**	**00:00**	**04:00**	**08:00**
Module 4: Introduction and orientation to the role of a Field Technician Other Home Appliances	04:00	00:00	00:00	04:00	08:00
ELE/N3101: Engage with customer with service **NOS Version- 2.0** **NSQF Level- 4**	**23:00**	**30:00** **+10:00**	**00:00**	**30:00**	**93:00**
Module 5: Process of engaging with customerwith service	23:00	30:00 +10:00	00:00	30:00	93:00
ELE/N3118: Install thewater purifier **NOS Version- 2.0** **NSQF Level- 4**	**20:00**	**40:00** **+15:00**	**00:00**	**30:00**	**105:00**
Module 6: Process of installing the water purifier	20:00	40:00 +15:00	00:00	30:00	105:00

ELE/N3119: Repair dysfunctional water purifier **NOS Version- 2.0** **NSQF Level- 4**	**20:00**	**40:00** **+15:00**	**00:00**	**26:00**	**101:00**
Module 7: Process of repairing dysfunctionalwater purifier	20:00	40:00 +15:00	00:00	26:00	101:00
ELE/N3120: Repair dysfunctional mixer/ juicer/ grinder **NOS Version- 2.0** **NSQF Level- 4**	**25:00**	**42:00** **+17:00**	**00:00**	**30:00**	**114:00**
Module 8: Process of repairing dysfunctional mixer/juicer/grinder	25:00	42:00 +17:00	00:00	30:00	114:00
ELE/N3121: Repair dysfunctional microwave oven **NOS Version- 2.0** **NSQF Level- 4**	**25:00**	**45:00** **+17:00**	**00:00**	**30:00**	**117:00**
Module 9: Process of dysfunctional microwave oven	25:00	45:00 +17:00	00:00	30:00	117:00
ELE/N9905 Work effectively at the workplace **NOS Version- 2.0** **NSQF Level- 4**	**18:00**	**20:00** **+08:00**	**00:00**	**00:00**	**46:00**
Module 10: Soft Skills and Work Ethics	18:00	20:00 +08:00	00:00	00:00	46:00
ELE/N1002 Apply health and safety practices at the workplace **NOS Version- 3.0** **NSQF Level- 4**	**18:00**	**20:00** **+08:00**	**00:00**	**00:00**	**46:00**
Module 11: Basic Health and Safety Practice	18:00	20:00 +08:00	00:00	00:00	46:00
Employability Skills	**60:00**	**00:00**	**NA**	**NA**	**60:00**
Total Duration	**240:00**	**390:00**	**00:00**	**150:00**	**780:00**

Module Details

Module 1: Use of Smartphone

Mapped to: Bridge Module

Terminal Outcomes:

- Demonstrate the use of a smartphone to make calls, message, read books & documents, writeemails, and web browsing.

Duration: 03:00	**Duration: 21:00**
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
• Explain the benefits of a smartphone for Persons with Visual Impairment. • Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g., GPS, Social media Applications and Cab Booking Applications). • Discuss the barriers in accessing some Software Applications (like Gaming Application).	• Demonstrate how to use the different functions of the screen such as power on/off, accessing the main menu, home button, volume rocker, power buttons, memory slot and sim tray. • Demonstrate basic operations on the screen by using, “explore by touch”. • Use Talk back, speech, and volume settings. • Use a mobile phone for making calls and for sending and receiving messages. • Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts. • Use basic applications like Google Play Store and calculator. • Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library. • Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones. • Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps. • Demonstrate how to download apps on a smartphone.
Classroom Aids	
One smart phone with talkback per trainee	
Tools, Equipment, and other requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 2: Learn Basic English

Mapped to: Bridge Module

Terminal Outcomes:

- Apply knowledge of Basic English to interpret information received and respond accordingly.
- Recognize familiar words and basic phrases concerning self, family members, and immediateworkplace.
- Read and write simple sentences in English about self, activities planned, and events of the day.

Duration: 21:00	Duration: 24:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
• Identify and write Alphabet and Letters. • Identify various vowel and consonant sounds in various words. • Recognize words and phrases related to formal and informal greetings. • Recognize simple personal information about self and others (e.g., name, age, place of residence etc.). • Recognize very simple words related to home, neighborhoods, everyday objects, marketplace, names of the days of the week, months, time, directions, clothes, food, and drinks. • Recognize simple pronouns (he/she/we/they). • Comprehend basic hobby related verbs (like playing, singing, dancing). • Recognize common verbs related to movement of transport (e.g., buses run, boats sail). • Recognize words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry). • Recognize familiar English words and phrases used in the workplace for example instructions related to direction, safety, date, and time etc. (vocabulary: stop, close the door). • Differentiate between Spoken and Written English.	• Demonstrate the correct way to pronounce words with the right stress. • Read and write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status). • Use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever, and pain). • Read and write simple sentences using names of everyday objects, places, directions. (e.g., I live in Delhi.). • Read and write words related to professions. (Like vacancy, sale, associate, manager, supervisor, file etc.). • Read and write words and short phrases to describe travel, holidays, and vacations. • Read and frame written answers to simple questions related to self, food preferences, feelings etc. • Identify and read health, safety, and security signage (images/graphics) in English, at work and public places or on gadgets and appliances. • Read and write basic familiar words and phrases to identify areas of work, responsibilities, and working relationships. • Read and write simple sentences describing activities planned for the next day/week/month. • Pronounce words related to professions correctly. • Ask and answer questions related to their job correctly. • Discuss activities planned for the next day/week/month at the workplace. • Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).
Classroom Aids	
Laptop, Computer, OCR Scanner, Screen readers, Digital/Handheld Magnifiers	
Tools, Equipment, and other requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 3: Learn Basic Braille

Mapped to: Bridge Module

Terminal Outcomes:

- Read and write basic Braille.

Duration: 03:00	Duration: 18:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
• Discuss the history and significance of the invention of Braille. • Describe the concept of Dots and Cells in Braille. • Distinguish between Old and modern Braille slates.	• Read and write text in Braille by using appropriate hand movements. • Recognize Braille characters, words, sentences, paragraphs, and placement of text. • Demonstrate use of Braille equipment (such as Positioning Braille slate, inserting paper in the slate, use of stylus). • Demonstrate correct sitting posture while using Braille devices. • Demonstrate how to use technology to replace manual Braille typing (such as using Orbit 20).
Classroom Aids	
Braille books. Braille Cubes. Braille Slate and Stylus; Braille Sheets; Braille Typewriter.	
Tools, Equipment and other requirements	
• Audio Films on Braille teaching with visual portions described and demonstrated by the trainer on one-to-one basis. • Sheets containing words/ sentences/ paragraphs in local language in open (uncontracted) Braille. • Books in interline and inter point local language in open (uncontracted) Braille. • Computer. • Low-cost Braille note taker. • Stylus and interline and interpoint Braille slate. • Braille writing paper. • Braille Note taker such as Orbit 20.	

Module 4: Introduction and orientation to the role of a Field Technician Other Home Appliances

Bridge Module

Terminal Outcomes:

- Discuss the job role of a Field Technician Other Home Appliances.

Duration: 04:00	**Duration: 00:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the size and scope of the electronic industry and its sub-sectors. • Discuss the role and responsibilities of a Field Technician Other Home Appliances. • Describe various employment opportunities for a Field Technician Other Home Appliances.	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 5: Process of engaging with customer with service

Mapped to ELE/N3101 v2.0

Terminal Outcomes:

- Describe the process of interacting with customer.
- Explain how to Suggest possible solutions.

Duration: 23:00	Duration: 40:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the company's policies on code of conduct, organization's culture, customer care, reporting structure and documentation policy. • Explain the company's products and recurring problems reported in consumer appliances. • State the precautions to be taken while handling field calls and dealing with customers. • Explain the importance of personal grooming with proper etiquettes at the customer's premises. • Explain the basic electrical, mechanical modules of various appliances and electronics involved in the type of appliance. • List models of different appliances, their common and distinguishing features, functionality of different features of appliances and new features.	• Demonstrate how to connect with the customer to confirm the problem telephonically and fix a time for the visit. • Show how to collect appropriate tools, parts, relevant reference sheets, manuals, and documents. • Show how to check about warranty status of the appliance and annual maintenance contract.
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 6: Process of installing the water purifier

Mapped to ELE/N3118 v2.0

Terminal Outcomes:

- Describe the process of performing pre-installation checks.
- Describe the process of preparing for installation of the appliance.
- Demonstrate the process of installing the water purifier and washing machine at customer location.
- Describe the process of diagnosing, repairing and replacing the faulty module of appliance.

Duration: 20:00	Duration: 55:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the company's policy on product's warranty, sales, installation, after sales support policy and other terms and conditions. • Explain the installation siterequirements (structural requirements, ventilation, etc.) with all safety precautions to be taken while installing. • Explain how to remove packaging without causing any damage to the purifier unit and accessories. • Explain the operation of tools such as electric drill, screw drivers, wrenches, tube cutters/benders, spanners, etc. • Explain how water flows throughvarious switches, valves and different layers of filter. • Explain how to operate the water purifier, make appropriate settings after plugging in and use various features. • Discuss the procedure to fix various accessories and parts that have accompanied the unit. • Describe various types of water purifiers manufactured by the company. • Describe the manual-basedprocedure of installing the refrigerators/air conditioner/ washing machine/ water purifier. • Describe the requirements specified	• Show how to remove the packaging from the appliance. • Demonstrate the process of disposing of the packaging material waste as per the company's norms. • Show how to drill holes and ensure that no internal wiring damage is caused. • Show how to mount the filter andensure that the screws are fastened securely. • Demonstrate how to drain the inlet line before connecting it to the waterpurifier and connect the outlet pipe to the drain. • Show how to connect the purifier to the nearest power supply point. • Show how to fill out the customer acknowledgement form. • Demonstrate how to document the work completed on the company ERP software for tracking.

in the instructions manual about positioning the water filter. • Explain the importance of proper placing.	
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 7: Process of repairing dysfunctional water purifier

Mapped to ELE/N3119 v2.0

Terminal Outcomes:

- Describe the process of diagnosing fault in water purifier.
- Demonstrate the process of replacing/repairing dysfunctional module in water purifier.
- Describe the process of confirming functionality of repaired unit.

Duration: 20:00	Duration: 55:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the water flow diagram and electrical circuit diagram of the appliance. • Describe the water purification process and different layers of filter present within the unit such as sediment filter, carbon block filter, TFC/TFM membrane, inline carbon filter etc. • Explain different technologies in water purification (such as reverse osmosis etc.) • Describe various parameters such as production rate, water chemistry, drain rate, input water, pressure/temperature etc. • List different types of water purifiers manufactured by the company and their respective features. • Explain the functioning of the appliance as well as the chemical and other properties of various filters of the appliance. • Explain basic electronics (knowledge of components such as diode, transformer, LED, photo transistor, capacitor, resistor, inductor,thermistor, ICs. • Explain the fundamentals of electricity such as ohms law, the difference between ac and dc, calculation of energy consumption ofappliances, understanding of domestic wiring, understanding of series and parallel connections. • Describe the troubleshooting	• Demonstrate how to diagnose the fault based on customer interaction, usage pattern and initial inspection. • Demonstrate the process of performing steps to shut off the system by turning off the water supply and unplugging the appliance to carry out further inspection. • Show how to avoid any water spills on the floor by placing a piece of cloth or towel under the unit. • Demonstrate the process of performing basic inspection of the feed water valve, tank valve, tubing, housing etc. to diagnose reasons for low/no water production. • Demonstrate how to detect worn-outauto shut off valves through symptoms such as loud vibrating noise, drain water never shutting off etc. • Demonstrate how to detect other problems such as clogged filters, storage tank problems, clogged flow resistor, inadequate/excessive water pressure, improper saddle valvemounting etc. • Demonstrate how to detect basic electrical faults such as improper/no earth, defective power cord, connector or internal wiring defect, short/ loose/open contacts, blown fuse. • Demonstrate the process of repairing/replacing component at the location.

knowledge with respect to water purifiers. • Describe various components/ modules of the water purifier and their functioning such as inlet valve, auto shut off valve, saddlevalve, housing, O ring, PCB and their prices. • List hazards that may occur during repairs, their causes and prevention/personal safety. • Describe other products of the company. • Explain how to operate/use TDS tester, tube cutter, tube bender, temperature meter, pressure gauges, wrenches, pliers, screw drivers. • Explain the company specified procedures to change filters, resin and membrane of different models of water purifier.	

Classroom Aids
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop
Tools, Equipment and Other Requirements
Multimeter (Analog), Multimeter (Digital), Water Pressure Gauge, TDS Meter, Hand Tools, Maintenance Tools, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)

Module 8: Process of repairing dysfunctional mixer/juicer/grinder

Mapped to ELE/N3120 v2.0

Terminal Outcomes:

- Describe the process of diagnosing fault in mixer/juicer/grinder.
- Demonstrate the process of replacing/repairing dysfunctional module in mixer/juicer/grinder.
- Describe the process of confirming functionality of repaired unit.

Duration: 25:00	Duration: 59:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the damage free handling of the unit. • List different models of mixer/juicer/grinder along with their modules, features and functionalities. • Explain basic electrical fundamentals with regard to the functioning of motors, circuit breakers, etc. • Explain basic electronics (knowledge of components such as diode, transformer, LED, photo transistor, capacitor, resistor, inductor,thermistor, Ics. • Explain the functioning of various electromechanical parts of the mixer/grinder • Explain fundamentals of electricity such as ohms law, difference between ac and dc, calculation of energy consumption of appliances, understanding of domestic wiring, understanding of series and parallel connections. • Describe troubleshooting knowledge with respect to small home appliances. • List various hazards, their causes and prevention/personal safety. • Explain energy ratings such BEE rating and concepts of e waste. • Explain the usage of multi-meter, clamp meter, tube cutter, tube bender, screw drivers, wrenches, pliers etc.	• Show how to unplug the appliance and turn the overload switch back to original position if the appliance turned off due to overload. • Demonstrate the process of performing basic tests such as power supply inspection, volt-ampere test and earth test power supply. • Show how to detect basic electrical faults such as improper/no earth, defective power cord, connector or internal wiring defect, short/loose/open contacts, blown fuse. • Show how to diagnose the abnormal noise during use such as loose jar coupler, overloading of the jar, worn-out blade shaft, worn-out jar bush, worn out/ broken motor coupler. • Show how to diagnose reasons for appliance not running due to dysfunctional motor, overload circuit breaker tripping, no power supply etc. • Demonstrate how to detect problems in the indicator switch due to lack of power supply, tripping of overload circuit breaker etc. • Show how to fill the customer acknowledgement form.

Classroom Aids
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop
Tools, Equipment and Other Requirements
Multimeter (Analog), Multimeter (Digital), Water Pressure Gauge, TDS Meter, Hand Tools, Maintenance Tools, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)

Module 9: Process of dysfunctional microwave oven

Mapped to ELE/N3121 v2.0

Terminal Outcomes:

- Describe the process of diagnosing fault in Microwave.
- Demonstrate the process of replacing/repairing dysfunctional module in Microwave.
- Describe the process of confirming functionality of repaired unit.

Duration: 25:00	Duration: 62:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the damage free handling of the unit. • List different models of microwaveovens and their features and functionalities. • Explain the basic electrical fundamentals with regard to functioning of motors, circuit breakers, etc. • Explain the basic electronics (knowledge of components such as diode, transformer, LED, photo transistor, capacitor, resistor, inductor, thermistor, ICs). • Explain the functioning of various electromechanical parts of the microwave. • Describe the fundamentals of electricity such as ohms law,difference between ac and dc, calculation of energy consumption of appliances, understanding of domestic wiring, understanding of series and parallel connections. • Explain how to diagnose the problem and fix dysfunctional appliance in designated time. • Describe the troubleshooting knowledge with respect to microwaves. • List hazards, their causes and prevention/personal safety • List frequently occurring faults such as intermittent heating, no heating, timing problem, display problem etc.	• Show how to unplug the appliance and turn the overload switch back to original position if the appliance turned off due to overload. • Demonstrate the process of performing basic tests such as power supply inspection, volt-ampere test and earth test power supply. • Show how to detect basic electrical faults or power problems such as improper/no earth, defective power cord, connector or internal wiring defect, short/ loose/open contacts, blown fuse, open motor windings etc. • Show how to diagnose problem of oven running but not heating due to shorted diode, HV transformer or magnetron, damaged magnetron dome, magnetron insulator breakdown, shorted HV capacitor or HV wiring. • Demonstrate how to diagnosereasons of low heating due to ageing magnetron, cracked magnet, burned dome or magnetron insulator breakdown. • Show how to identify reasons for intermittent/uneven heating due to oxidised/burned connection to magnetron filament terminals, burned connector due to poor crimp or weakened connection. • Show how to detect other problems such as defective touch panel/keypad, defective control board, defective sensor unit, burned slip on connector, defective trial,

• Describe various energy ratings such BEE rating and concepts of e waste. • State the components/modules of different microwaves and their prices. • Explain the usage of multi-meter, clamp meter, microwave leakage detector, microwave power detector, thermometer, screwdriver etc.	open fuse/open HV capacitor, open HV diode etc.
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Multimeter (Analog), Multimeter (Digital), Water Pressure Gauge, TDS Meter, Hand Tools, Maintenance Tools, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 10: Soft Skills and Work Ethics

Mapped to ELE/N9905 v2.0

Terminal Outcomes:

- Work effectively at the workplace.
- Implement the practices related to gender and PwD sensitization.

Duration: 18:00	Duration: 28:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the importance of work ethics and workplace etiquette • State the importance of effective communication and interpersonal skills. • Explain ways to maintain discipline atthe workplace. • Discuss the common reasons for interpersonal conflict and ways of managing them effectively. • Discuss the importance of following organizational guidelines for dress code, time schedules, language usage and other behavioral aspects. • Explain the importance of working asper the workflow of the organization to receive instructions and report problems. • Explain the importance of conveying information/instructions as per defined protocols to the authorized persons/team members. • Explain the common workplace guidelines and legal requirements on non-disclosure and confidentiality of business-sensitive information. • Describe the process of reporting grievances and unethical conduct such as data breaches, sexual harassment at the workplace, etc. • Explain the concept and importance of gender sensitivity and equality. • Discuss ways to create sensitivity for different genders and Persons with Disabilities (PwD).	• Develop a sample plan to achieve organizational goals and targets. • Create a sample feedback form to obtain feedback from customers, colleagues etc. • Roleplay to demonstrate the use of professional language and behavior that is respectful of PwD and all genders. • Apply organizational protocol on data confidentiality and sharing only with the authorized personnel.

• Discuss ways of dealing with heightened emotions of self and others.	
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Sample Of Escalation Matrix, Organization Structure, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 11: Basic Health and Safety Practice

Mapped to ELE/N1002 v2.0

Terminal Outcomes:

- Apply health and safety practices at the workplace.

Duration: 18:00	Duration: 28:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss job-site hazards, risks and accidents. • Explain the organizational safety procedures for maintaining electrical safety, handling tools and hazardous materials. • Elaborate on electronic waste disposal procedures. • Describe the process of disposal of hazardous waste • List the name and location of concerned people, documents and equipment for maintaining health and safety in the workplace. • Describe how to interpret warning signs while accessing sensitive work areas. • Explain the importance of good housekeeping. • Describe the importance of maintaining appropriate postures while lifting heavy objects. • List the types of fire and fire extinguishers. • Explain the importance of efficient utilization of water, electricity and other resources. • List the common sources of pollutionand ways to minimize it. • Describe the concept of waste management and methods of disposing hazardous waste. • Explain various warning and safety signs. • Describe different ways of preventing accidents at the workplace.	• Demonstrate the use of protective equipment suitable as per tasks and work conditions. • Prepare a report to inform the relevant authorities about any abnormal situation/behaviour of any equipment/system. • Administer first aid in case of a minor accident. • Demonstrate the steps to free a person from electrocution safely. • Administer Cardiopulmonary Resuscitation (CPR). • Demonstrate the application of defined emergency procedures such as raising alarm, safe/efficient, evacuation, moving injured people,etc. • Prepare a sample incident report. • Use a fire extinguisher in case of a fire incident. • Demonstrate the correct method of lifting and handling heavy objects.

Classroom Aids
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop
Tools, Equipment and Other Requirements
Personal Protection Equipment: Safety Glasses, Head Protection, Rubber Gloves, Safety Footwear, Warning Signs and Tapes, Fire Extinguisher, First Aid Kit, Fire Extinguishers and Warning Signs, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)

Module 12: On-the-Job Training

Mapped to Field Technician Other Home Appliances

Mandatory Duration: 150:00	Recommended Duration: 00:00
Location: On Site	

Terminal Outcomes

1. Explain the use of appropriate tools, parts, relevant reference sheets, manuals, anddocuments.
2. Disposing the packaging material waste as per the company's norms.
3. Perform basic inspection of the feed water valve, tank valve, tubing, housing etc. to diagnose reasons for low/no water production
4. Identify reasons for leaks in the filter housing due to loosen housing, damaged or misaligned or cracks in the housing
5. Detect worn-out auto shut off valve through symptoms such as loud vibrating noise, drain water never shutting off etc.
6. Detect other problems such as clogged filters, storage tank problems, clogged flow resistor, inadequate/excessive water pressure, improper saddle valve mounting etc.
7. Detect basic electrical faults such as improper/no earth, defective power cord, connector or internal wiring defect, short/ loose/open contacts, blown fuse
8. Inspect each module of the unit separately if the fault is not identified through basic tests.
9. Communicating effectively at the workplace.
10. Applying health and safety practices at the workplace.

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
Diploma/ I.T.I	Electronics/ Mechanical / Electrical	1	Home Appliances	1 year preferably	Electronics	

Trainer Certification		
Domain Certification	**Platform Certification**	**Disability specific Top Up training**
"**Field Technician other Home Appliances**", "ELE/Q3104, v2.0", Minimum accepted score is80%	"Trainer", "MEP/Q2601" with a minimum score of 80%	The Inclusive Trainer should be certified in Disability Specific Top Uptraining PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. The Inclusive Trainer should be certified in Disability Specific Top Up on Visual Impairment conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. A Diploma in Computer Education (Visual Impairment)- D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
Diploma/ I.T.I	Electronics/ Mechanical / Electrical	2	Home Appliances	1 year preferably	Electronics	

Assessor Certification		
Domain Certification	**Platform Certification**	**Disability specific Top Up training**
"**Field Technician Other Home Appliances**", "ELE/Q3104, v2.0", Minimum accepted score is80%	"Trainer", "MEP/Q2601" with a minimum score of 80%	The Inclusive Assessor should be certified in Disability Specific TopUp Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

Assessment Strategy

1. Assessment System Overview:
    - Batches assigned to the assessment agencies for conducting the assessment on SDMS/SIP or email
    - Assessment agencies send the assessment confirmation to VTP/TC looping SSC
    - The assessment agency deploys the ToA certified Assessor for executing the assessment
    - SSC monitors the assessment process & records
2. Testing Environment

    To ensure a conducive environment for conducting a test, the trainer will:
    - Confirm that the center is available at the same address as mentioned on SDMS or SIP
    - Check the duration of the training.
    - Check the Assessment Start and End time to be 10 a.m. and 5 p.m. respectively
    - Ensure there are 2 Assessors if the batch size is more than 30.
    - Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
    - Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
    - Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
    - Check the availability of the Lab Equipment for the Job Role.
3. Assessment Quality Assurance levels / Framework:
    - Question papers created by the Subject Matter Experts (SME)
    - Question papers created by the SME verified by the other subject Matter Experts
    - Questions are mapped with NOS and PC
    - Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
    - The assessor must be ToA certified and the trainer must be ToT Certified
    - The assessment agency must follow the assessment guidelines to conduct the assessment
4. Types of evidence or evidence-gathering protocol:
    - Time-stamped & geotagged reporting of the assessor from assessment location
    - Centre photographs with signboards and scheme-specific branding
    - Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
    - Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos
5. Method of verification or validation:

    To verify the details submitted by the training centre, the assessor will undertake:
    - A surprise visit to the assessment location
    - A random audit of the batch
    - A random audit of any candidate
6. Method for assessment documentation, archiving, and access

    To protect the assessment papers and information, the assessor will ensure:
    - Hard copies of the documents are stored

- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
- Soft copies of the documents & photographs of the assessment are stored on the Hard drive

Guidelines for Trainer

Persons with Low Vision
Characteristics

- Students with physical disabilities may experience limitations in one of the following ways:
- The learning happens through non-visual modes mostly by touch; hence it is recommended to use real, concrete materials.
- Listening will include greater use of detailed and descriptive instructions.
- Training which relates to understanding of smell and taste real & concrete material should be used e.g., job role of pickle-making technician may include training on smell and taste.

Guidelines for Trainers

- Low Vision assessment is recommended before training Persons with Low Vision. Low Vision assessment helps to assess the right training requirements for a Person with Low Vision. Please note: Low Vision assessment is different from a clinical eye exam. While the clinical procedure focuses on diagnoses and management of the eye disease, the priority in Low Vision assessment is to enable an individual to utilize his or her residual vision to its maximum potential. After the assessment, the person will be clear about the devices (optical or non-optical) that will work the best for her/him. The assessment can be done from any center that is designated for Low Vision assessment.
- Facilitate the use of existing visual skills wherever/whenever you can by making the candidate sit closer to the board.
- There should be appropriate lighting and contrast colors in the work area.
- Reserve a seat in the front row of the classroom (or, closer to the teacher).
- Keep the passages and available open spaces in the classroom clear.
- When speaking with the student specifically, address her/him by name.
- Modify/adapt assignments.
- Use educational aids like talking books, tape-recorders, use of color, contrast and texture.
- Minimize noise so that student can hear you speak
- When speaking, face the class.
- If you feel the student is not attentive, touch her/ him on the shoulder or arm to draw attention; this also helps in indicating to the student that you are including her/him in your instructions and discussions.
- Provide large print versions when needed so that the student can follow the classroom's text-based teaching and lessons along with the sighted peers.

References

Glossary

Term	Description
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	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
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**.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do **upon the completion of a module.** A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
ISO	International Organization for Standardization
NCO	National Occupational Standards
NOS	National Skills Qualification Committee
NSQF	National Skills Qualification Framework
OJT	On-the-Job Training
OMR	Optical Mark Recognition
PC	Performance Criteria
PwD	Persons with Disabilities
QP	Qualification Pack
SDMS	Skill Development & Management System
SIP	Skill India Portal
SME	Small and Medium Enterprises
SOP	Standard Operating Procedure
SSC	Sector Skill Council
TC	Trainer Certificate
ToA	Training of Assessors
ToT	Training of Trainers
TP	Training Provider