Contents

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

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Introduction

Qualifications Pack- IT Coordinator in School

SECTOR: ELECTRONICS

SUB-SECTOR: IT Hardware

OCCUPATION: E-learning Management

REFERENCE ID: ELE/Q4701

ALIGNED TO: NCO-2004/ NIL

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.

Job Details

Qualifications Pack Code	ELE/Q4701		
Job Role	IT Coordinator in School		
Credits(NVEQF/NVQF/NSQF) [*OPTIONAL*]	TBD	Version number	1.0
Sector	Electronics	Drafted on	24/11/13
Sub-sector	IT Hardware	Last reviewed on	24/12/13
Occupation	E-learning Management	Next review date	23/12/14

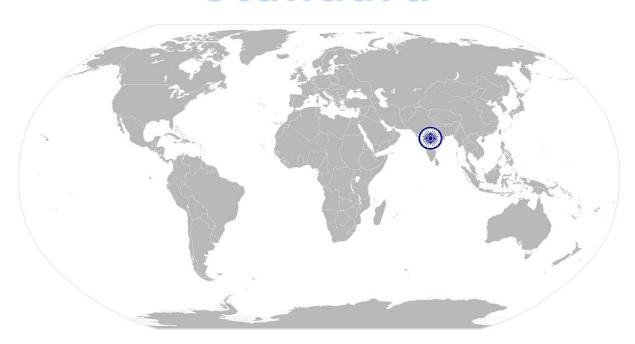| Job Role	IT Coordinator in School Also called 'e-learning Facilitator'
Role Description	Operating and maintaining e-learning hardware and, updating and operating e-learning application; Also assisting teachers and students in operating the e-learning applications.
NVEQF/NVQF level Minimum Educational Qualifications Maximum Educational Qualifications	4 Diploma B. Tech
Training	Remote helpdesk technician and maintenance of computers, projectors
Experience	Not applicable
Applicable National Occupational Standards (NOS)	**Compulsory:** 1. ELE/N4701 Manage computing and display systems 2. ELE/N4702 Manage e-learning curriculum 3. ELE/N4703 Coordinate with others to perform the work **Optional:** Not applicable
Performance Criteria	As described in the relevant OS units

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 Occupational Standard

Unit Code	ELE/N4701
Unit Title (Task)	Manage systems
Description	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
Scope	This unit/ task covers the following: • Understand the daily work requirement and schedule • Install and operate the e-learning equipment • Up keeping of e-learning hardware equipment • Coordinate with customer care centre or repair centre • Achieve productivity and quality standards as per company's norms

Performance Criteria(PC) w.r.t. the Scope

Element	Performance Criteria
Understanding work requirement	To be competent, the user/ individual must be able to: PC1. understand the number of classrooms to be attended and hardware to be maintained PC2. identify the persons to coordinate with for any assistance PC3. familiarise with latest computing and display products and technology PC4. understand the e-learning training delivery method PC5. operate different equipment used in training delivery such as interactive white board, computer desktop or laptop, printer, projector, speakers, video camera, UPS, cabinet
Installing and operating e-learning equipment	To be competent, the user/ individual must be able to: PC6. assist in installation of hardware in the classrooms along with the installation technician PC7. install equipment at the correct place for enabling efficient teaching PC8. carry or store operation manuals, identification details of equipment such as serial numbers, warranty details, repair complaint procedure during installation PC9. operate and demonstrate all the e-learning related equipment PC10. assist teachers and students in hardware operation during training session PC11. train students and teachers on use of interactive white board with touch features PC12. assist teachers in using e-content for teaching in the class PC13. effectively operate the equipments installed in classrooms PC14. resolve queries in machine operation PC15. achieve zero complaints from school / teachers on equipment functioning
Up keeping e-learning hardware	To be competent, the user/ individual must be able to: PC16. maintain the equipment PC17. run antivirus and other relevant protective applications as scheduled

ELE/N4701   **Manage computing and display systems**

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

	schools
	KB13. different models of after sales support provided by the vendor

Skills (S)

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

NOS Version Control

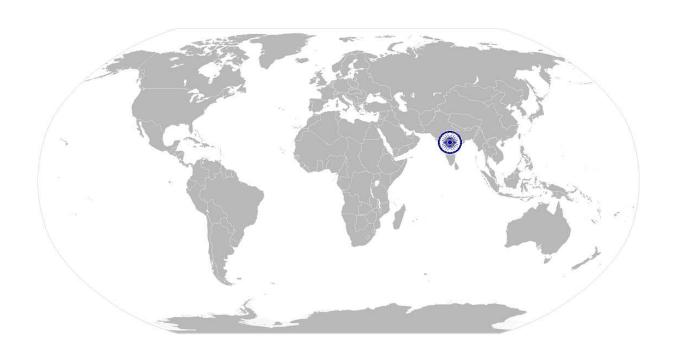| NOS Code	ELE/N4701		
Credits(NVEQF/NVQF/NSQF) [*OPTIONAL*]	TBD	Version number	1.0
Industry	Electronics	Drafted on	24/11/13
Industry Sub-sector	IT Hardware	Last reviewed on	24/12/13
		Next review date	23/12/14

National Occupational Standard

<u>Overview</u>

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

Unit Code	ELE /N4702
Unit Title (Task)	Manage e-learning curriculum
Description	This OS unit is about diagnosing the technical query raised by customers, perform troubleshooting and resolve the queries through telephone.
Scope	This unit/ task covers the following: • Understand the basics of e-learning • Prepare content as requested • Assist teachers in training delivery • Interact with learning centre

Performance Criteria(PC) w.r.t. the Scope	
Element	**Performance Criteria**
Understanding basics of e-learning	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
Preparing content	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
Assisting teachers	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

	PC22. get external content from websites and pictures useful for their content
	PC23. resolve any queries from teachers on usage of application and hardware
Interacting with learning centre	To be competent, the user/ individual must be able to:
	PC24. raise any concerns or queries to learning centre or content centre to get clarification on the content or usage of content
	PC25. add any additional contents whenever they are developed
	PC26. understand any updates in the application and include them
	PC27. coordinate the content development to understand about the queries raised by teachers to resolve them
	PC28. suggest the content development team for modifications based on the suggestions received by principal, teachers and students

Knowledge and Understanding (K)

A. Organizational Context (Knowledge of the company / organization and its processes)	The individual on the job needs to know and understand:
	KA1. institution's code of conduct
	KA2. organisation culture
	KA3. school's reporting structure
	KA4. institutions' documentation policy
	KA5. human Resource and performance evaluation policy
	KA6. internal process system such as ERP followed in the school
	KA7. institution's affiliation with educational boards
B. Technical Knowledge	The individual on the job needs to know and understand:
	KB1. basics, products, features, purpose and functionalities of e-learning and learning tools
	KB2. school's e-learning modules and curriculum
	KB3. basics on IT hardware equipment
	KB4. functions of interactive white board and all touch features in it
	KB5. design of curriculum and content in the application
	KB6. usage of icons, links in the content and their purpose
	KB7. chapter classification in the syllabus
	KB8. extraction of relevant content for daily training delivery
	KB9. all controls and specification of the application and software
	KB10. to use internet to extract related information to add to the existing content
	KB11. convert the content to any required document type
	KB12. to use effectively the Microsoft office package for documentation and recording
	KB13. behavioural aspects and etiquette to be followed at school and while interacting with teachers and students
	KB14. relevant reference sheets, manuals and documents to be used at work
	KB15. internal process system and their usage
	KB16. warranty and after sales support details on hardware equipment used in schools
	KB17. different models of after sales support provided by the vendor

Skills (S) [Optional]

A. Core Skills/ Generic Skills	**Reading and writing skills**
	The individual on the job needs to know and understand how to:
	SA1. read the content related information in the application

	SA2. read and extract relevant information from internet SA3. read text manuals regarding the hardware equipment issues
B. Professional Skills	**Interpersonal skills**
	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
	E-Learning content related skills
	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
	System operation skills
	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

NOS Version Control

NOS Code	ELE/N4702		
Credits(NVEQF/NVQF/NSQF) [*OPTIONAL*]	TBD	Version number	1.0
Industry	Electronics	Drafted on	24/11/13
Industry Sub-sector	IT Hardware	Last reviewed on	24/12/13
		Next review date	23/12/14

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.

Unit Code	ELE/N4703
Unit Title (Task)	Coordinate with others to perform the work
Description	This OS unit is about communicating with colleagues and seniors in order to achieve smooth work flow
Scope	This unit/ task covers the following: • Interact with supervisor or superior • Coordinate with teachers and students • Coordinate with customer care centre and technical helpdesk • Coordinate with repair centre and spares centre

Performance Criteria(PC) w.r.t. the Scope	
Element	**Performance Criteria**
Interacting with superior	To be competent, the user/ individual must be able to: PC1. understand work requirements PC2. understand the targets, performance indicators and incentives
Coordinating with teachers and students	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
Coordinating with customer care centre and technical helpdesk	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
Coordinating with repairs and spares centres	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
Achieving targets	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
Knowledge and Understanding (K)	
A. Organizational Context (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

National Occupational Standard

its processes)	
B. Technical Knowledge	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

Skills (S) [Optional]	
A. Core Skills/ Generic Skills	**Teamwork and multitasking**
	The individual on the job needs to know and understand how: SA1. to deliver product to next work process on time
B. Professional Skills	**Decision making**
	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
	Reflective thinking
	The individual on the job needs to know and understand: SB3. how to improve work process
	Critical thinking
	The individual on the job needs to know and understand: SB4. how to spot process disruptions and delays

NOS Version Control

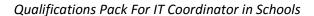| NOS Code	ELE/N4703		
Credits(NVEQF/NVQF/NSQF) [*OPTIONAL*]	TBD	Version number	1.0
Industry	Electronics	Drafted on	24/11/13
Industry Sub-sector	IT Hardware	Last reviewed on	24/12/13
		Next review date	23/12/14

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

Definitions

	specific designated responsibilities.
Core Skills/ Generic Skills	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.

Acronyms

Keywords /Terms	Description
NOS	National Occupational Standard(s)
NVQF	National Vocational Qualifications Framework
NSQF	National Qualifications Framework
NVEQF	National Vocational Education Qualifications Framework
QP	Qualifications Pack

Annexure

Nomenclature for QP and NOS

Qualifications Pack

9 characters
[ABC]/ Q 0101

[Insert 3 letter code for SSC]

Q denoting Qualifications Pack

QP number (2 numbers)

Occupation (2 numbers)

Occupational Standard

An example of NOS with 'N'

9 characters
[ABC] /N0101

[Insert 3 letter code for SSC]

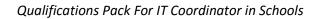N denoting National Occupational Standard

OS number (2 numbers)

Occupation (2 numbers)

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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

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