



# Model Curriculum

**QP Name: Quality Inspector - Manufactured Components**

**QP Code: CSC/Q0601**

**QP Version: 3.0**

**NSQF Level: 4**

**Model Curriculum Version: 3.0**

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## Training Parameters

<b>Sector</b>	Capital Goods
<b>Sub-Sector</b>	<ol style="list-style-type: none"> <li>1. Machine Tools</li> <li>2. Dies, Moulds and Press Tools</li> <li>3. Plastics Manufacturing Machinery</li> <li>4. Textile Manufacturing Machinery</li> <li>5. Process Plant Machinery</li> <li>6. Electrical and Power Machinery</li> <li>7. Light Engineering Goods</li> </ol>
<b>Occupation</b>	Quality Inspection
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7543.2001
<b>Minimum Educational Qualification and Experience</b>	<p>10th Grade Pass with 2 years of relevant experience OR 11th Grade Pass with 1 year of relevant experience OR 10th grade pass and pursuing continuous schooling OR 8th pass plus 2-year NTC plus 1-Year NAC plus 1-Year CITS OR 10th grade pass with two years of any combination of NTC/NAC/CITS or equivalent OR Pursuing 2nd year of 3-year regular Diploma (after 10th) OR Completed 2nd year of 3-year diploma (after 10th) OR 12th grade pass</p>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	31/03/2022
<b>Next Review Date</b>	31/03/2025
<b>NSQC Approval Date</b>	31/03/2022
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	31/03/2022

<b>Model Curriculum Valid Up to Date</b>	31/03/2025
<b>Model Curriculum Version</b>	3.0
<b>Minimum Duration of the Course</b>	450 Hours 00 Minutes
<b>Maximum Duration of the Course</b>	450 Hours 00 Minutes

## 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.

- Carry out quality inspection activities such as inspection of manufactured components.
- Work effectively and efficiently as per schedules and timelines.
- Implement safety practices.
- Optimize the use of resources to ensure less wastage and maximum conservation.

### Compulsory Modules

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

<b>NOS and Module Details</b>	<b>Theory Duration</b>	<b>Practical Duration</b>	<b>On-the-Job Training Duration (Mandatory)</b>	<b>On-the-Job Training Duration (Recommended)</b>	<b>Total Duration</b>
<b>CSC/N1335 – Follow the health and safety practices at work NSQF Level- 3</b>	<b>25:00</b>	<b>35:00</b>	<b>0:00</b>	<b>0:00</b>	<b>60:00</b>
Module 1: Introduction to the role of a Quality Inspector - Manufactured Components	5:00	0:00	0:00	00:00	5:00
Module 2: Health and safety practices	20:00	35:00	0:00	00:00	55:00
<b>CSC/N1336 – Coordinate with co-workers to achieve work efficiency NSQF Level- 3</b>	<b>10:00</b>	<b>20:00</b>	<b>0:00</b>	<b>00:00</b>	<b>30:00</b>
Module 3: Process of coordinating with co-workers to achieve work efficiency	10:00	20:00	0:00	00:00	30:00
<b>CSC/N0601 – Inspect quality and dimensional accuracy of manufactured components NSQF Level – 4</b>	<b>85:00</b>	<b>155:00</b>	<b>0:00</b>	<b>00:00</b>	<b>240:00</b>
Module 4: Inspect quality and dimensional accuracy of manufactured components	85:00	155:00	0:00	00:00	240:00
<b>DGT/VSQ/N0102 -</b>	<b>24:00</b>	<b>36:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>

<b>Employability Skills (60 hours) NSQF Level – 5</b>					
Module 5: Introduction to Employability Skills	0.5:00	1:00	00:00	00:00	1.5:00
Module 6: Constitutional values - Citizenship	0.5:00	1:00	00:00	00:00	1.5:00
Module 7: Becoming a Professional in the 21st Century	1:00	1.5:00	00:00	00:00	2.5:00
Module 8: Basic English Skills	4:00	6:00	00:00	00:00	10:00
Module 9: Career Development & Goal Setting	1:00	1:00	00:00	00:00	2:00
Module 10: Communication Skills	2:00	3:00	00:00	00:00	5:00
Module 11: Diversity & Inclusion	1:00	1.5:00	00:00	00:00	2.5:00
Module 12: Financial and Legal Literacy	2:00	3:00	00:00	00:00	5:00
Module 13: Essential Digital Skills	4:00	6:00	00:00	00:00	10:00
Module 14: Entrepreneurship	3:00	4:00	00:00	00:00	7:00
Module 15: Customer Service	2:00	3:00	00:00	00:00	5:00
Module 16: Getting ready for apprenticeship & Jobs	3:00	5:00	00:00	00:00	8:00
<b>Total Duration</b>	<b>144:00</b>	<b>246:00</b>	<b>60:00</b>	<b>00:00</b>	<b>450:00</b>

## Module Details

### Module 1: Introduction to the role of a Quality Inspector - Manufactured Components

*Mapped to CSC/N1335 v2.0*

#### Terminal Outcomes:

- Discuss the role and responsibilities of a Quality Inspector - Manufactured Components.

Duration: 05:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• List the role and responsibilities of a Quality Inspector - Manufactured Components.</li> <li>• Discuss the job opportunities of a Quality Inspector - Manufactured Components.</li> <li>• Describe the size and scope of the capital good industry and its sub-sectors.</li> <li>• Explain about Indian capital goods manufacturing market.</li> <li>• Discuss the standards and procedures involved in the different operations of quality inspection.</li> </ul>	
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector, standard checklists and schedules	
<b>Tools, Equipment and Other Requirements</b>	

## Module 2: Health and safety Practices

### Mapped to CSC/N1335 v2.0

#### Terminal Outcomes:

- Demonstrate ways to maintain personal health and safety.
- Describe the process of assisting in hazard management.
- Explain how to check the first aid box, firefighting and safety equipment.
- Describe the process of assisting in waste management.
- Explain the importance of following the fire safety guidelines.
- Explain the importance of following the emergency and first-aid procedures.
- Demonstrate the process of carrying out relevant documentation and review.

Duration: 20:00	Duration: 435:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the recommended practices to be followed to ensure protection from infections and transmission to others, such as the use of hand sanitiser and face mask.</li> <li>• Explain the importance and process of checking the work conditions, assessing the potential health and safety risks, and take appropriate measures to mitigate them.</li> <li>• Explain the importance and process of selecting and using the appropriate PPE relevant to the task and work conditions.</li> <li>• Explain the recommended techniques to be followed while lifting and moving heavy objects to avoid injury.</li> <li>• Explain the importance of following the manufacturer’s instructions and workplace safety guidelines while working on heavy machinery, tools and equipment.</li> <li>• Explain the importance and process of identifying existing and potential hazards at work.</li> <li>• Describe the process of assessing the potential risks and injuries associated with the various hazards.</li> <li>• Explain how to prevent or minimise different types of hazards.</li> <li>• Explain how to handle and store hazardous materials safely.</li> <li>• Explain the importance of ensuring the first aid box is updated with the relevant first aid supplies.</li> <li>• Describe the process of checking and testing the firefighting and various safety equipment to ensure they are in a usable</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the use of appropriate Personal Protective Equipment (PPE) relevant to the task and work conditions.</li> <li>• Demonstrate how to handle hazardous materials safely.</li> <li>• Demonstrate the process of testing the firefighting and various safety equipment to ensure they are in usable condition.</li> <li>• Demonstrate the process of recycling and disposing different types of waste appropriately.</li> <li>• Demonstrate how to use the appropriate type of fire extinguisher to extinguish different types of fires safely.</li> <li>• Demonstrate how to administer appropriate first aid to the injured personnel.</li> <li>• Demonstrate the process of performing Cardiopulmonary Resuscitation (CPR) on a potential victim of cardiac arrest.</li> <li>• Demonstrate the process of carrying out appropriate documentation following a health and safety incident at work, including all the required information.</li> </ul>

condition.

- Explain the criteria for segregating waste into appropriate categories.
- Describe the appropriate methods for recycling recyclable waste.
- Describe the process of disposing of the non-recyclable waste safely and the applicable regulations.
- Explain the use of different types of fire extinguishers to extinguish different types of fires.
- State the recommended practices to be followed for a safe rescue during a fire emergency.
- Explain how to request assistance from the fire department to extinguish a serious fire.
- Explain the appropriate practices to be followed during workplace emergencies to ensure safety and minimise loss to organisational property.
- State the common health and safety hazards present in a work environment, associated risks, and how to mitigate them.
- State the safe working practices to be followed while working at various hazardous sites and using electrical equipment.
- Explain the importance of ensuring easy access to firefighting and safety equipment.
- Explain the appropriate preventative and remedial actions to be taken in the case of exposure to toxic materials, such as poisonous chemicals and gases.
- Explain various causes of fire in different work environments and the recommended precautions to be taken to prevent fire accidents.
- Describe different methods of extinguishing fire.
- List different materials used for extinguishing fire.
- Explain the applicable rescue techniques to be followed during a fire emergency.
- Explain the importance of placing safety signs and instructions at strategic locations in a workplace and following them.
- Explain different types of first aid treatment to be provided for different

<p>types of injuries.</p> <ul style="list-style-type: none"> <li>• State the potential injuries associated with incorrect manual handling.</li> <li>• Explain how to move an injured person safely.</li> <li>• State various hazards associated with the use of various machinery, tools, implements, equipment and materials.</li> <li>• Explain the importance of ensuring no obstruction and free access to fire exits.</li> <li>• Explain how to free a person from electrocution safely.</li> <li>• Explain how to administer appropriate first aid to an injured person.</li> <li>• Explain how to perform Cardiopulmonary Resuscitation (CPR).</li> <li>• Explain the importance of coordinating with the emergency services to request urgent medical assistance for persons requiring professional medical attention or hospitalisation.</li> <li>• State the appropriate documentation to be carried out following a health and safety incident at work, and the relevant information to be included.</li> <li>• Explain the importance and process of reviewing the health and safety conditions at work regularly or following an incident.</li> <li>• Explain the importance and process of implementing appropriate changes to improve the health and safety conditions at work.</li> </ul>	
<p><b>Classroom Aids</b></p>	
<p>Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator’s Guide, Participant’s Handbook.</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Personal Protective Equipment, Cleaning Equipment and Materials, Sanitizer, Soap, Mask</p>	

## Module 3: Process of coordinating with co-workers to achieve work efficiency

*Mapped to CSC/N1336 v2.0*

### Terminal Outcomes:

- Demonstrate ways to work and communicate effectively with co-workers.
- Discuss ways to promote diversity and inclusion at the workplace.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the importance and process of effective communication in the workplace.</li> <li>• Explain the barriers to effective communication and how to overcome them.</li> <li>• Explain the importance of teamwork in an organisation's and individual's success.</li> <li>• Explain the importance of active listening in the work environment.</li> <li>• State the appropriate techniques to be followed for active listening.</li> <li>• Explain the importance of tone and pitch ineffective communication.</li> <li>• Explain the importance of avoiding casual expletives and unpleasant terms while communicating professional circles.</li> <li>• Explain the importance of maintaining discipline and ethical behaviour at work.</li> <li>• State the common reasons for interpersonal conflict and how to resolve them.</li> <li>• Explain the importance of developing effective working relationships for professional success.</li> <li>• Describe the process of expressing and addressing grievances appropriately and effectively.</li> <li>• Explain the importance and process of planning daily tasks to ensure their timely completion and efficient use of time.</li> <li>• Explain the importance of adhering to the limits of authority at work.</li> <li>• Explain the importance of following the applicable quality standards and timescales at work.</li> <li>• Explain the importance of coordinating with co-workers to achieve the work objectives efficiently.</li> <li>• Explain the relevant documentation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of preparing the relevant documents and reports as per the supervisor's instructions, providing appropriate information clearly and systematically.</li> <li>• Demonstrate how to mentor and assist subordinates in the execution of their work responsibilities.</li> <li>• Demonstrate the process of using various resources efficiently to ensure maximum utilisation and minimum wastage.</li> <li>• Demonstrate how to communicate clearly and politely to ensure effective communication with co-workers.</li> <li>• Demonstrate appropriate verbal and non-verbal communication that is respectful of genders and disability.</li> </ul>

- Explain the importance of providing appropriate information clearly and systematically in work documents.
- State the escalation matrix to be followed to deal with out of authority tasks and concerns.
- Explain the importance and process of mentoring and assisting subordinates in the execution of their work responsibilities.
- Explain how to identify possible disruptions to work prevent them.
- Explain how to use various resources efficiently to ensure maximum utilisation and minimum wastage.
- Explain the recommended practices to be followed at work to avoid and resolve conflicts at work.
- Explain the importance and process of efficient and timely dissemination of information to the authorised personnel.
- Explain the procedure to report inappropriate behaviour e.g., harassment.

**Classroom Aids:**

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

**Tools, Equipment and Other Requirements**

NA

## Module 4: Inspect quality and dimensional accuracy of manufactured components

### Mapped to CSC/N0601, v2.0

#### Terminal Outcomes:

- Identify testing equipment, measuring instruments, gauges, parts etc. required for quality inspection job.
- Demonstrate methods and techniques for quality inspection of manufactured components.
- Prepare and maintain documents and reports related to quality inspection work.

Duration: 85:00	Duration: 155:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss organisational quality inspection standards and processes.</li> <li>• Discuss the information collected from the inspection check sheet, manufacturing drawings; client specifications/detail drawings; applicable national and international standards; welding procedure specification and how to confirm it from the superior.</li> <li>• List testing equipment, measuring instruments, gauges, parts etc. required during the quality inspection process.</li> <li>• Discuss the organisational process of collecting and arranging the testing equipment, measuring instruments, gauges, parts etc. from the store.</li> <li>• Summarise the steps to be performed for checking the calibration of tools, gauges and measuring instruments before use.</li> <li>• Discuss the safety practices to avoid any hazard and accident during quality inspection activities.</li> <li>• Discuss various manufactured components, their specifications and features need to be inspected in industry.</li> <li>• List QMS system principles and procedures.</li> <li>• Recall manufacturing process for each component.</li> <li>• Explain QC methods and tools such as RCA of inspecting the quality of manufactured components.</li> <li>• List inspection checkpoints for the manufactured components.</li> <li>• Discuss ways to measure system capability.</li> <li>• Explain ways of measuring the dimensions of component.</li> <li>• Describe impact of defects on the service</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the standard operating procedures to use the testing equipment, measuring instruments, gauges, parts etc. required during the quality inspection process.</li> <li>• Show how to collect the required testing equipment, measuring instruments, gauges, parts etc. from the store.</li> <li>• Apply appropriate ways of checking the calibration of tools, gauges and measuring instruments before use.</li> <li>• Show how to prepare/collect different production/product related data required for inspection.</li> <li>• Show how to visually inspect the component for scratches, damages, packing etc.</li> <li>• Perform the steps to inspect the dimensions and function of component.</li> <li>• Employ appropriate ways to identify defects in the component and compare its dimensions with the dimensions as prescribed in the WPS and engineering drawing.</li> <li>• Prepare records, reports and documents related to quality inspection process as per SOP.</li> <li>• Demonstrate ways to collect the data related to problems identified in inspection process.</li> <li>• Demonstrate organisational procedure of validating and processing the records for problems identification.</li> <li>• Role play a situation on how to coordinate with the team to analyse the problems identified in inspection process.</li> <li>• Dramatise how to coordinate with the process line leader/supervisor and implement corrective action for</li> </ul>

<p>performance of the fabricated or machined components/structures.</p> <ul style="list-style-type: none"> <li>• Discuss inspection techniques to verify the quality and effectiveness of manufactured components.</li> <li>• Discuss the records, reports and documents needed to be maintained and updated as per SOP.</li> <li>• Recall process of operating software like MS Office, SAP, ERP etc.</li> </ul>	<p>discrepancies identified in the inspection report.</p>
<p><b>Classroom Aids:</b></p>	
<p>Whiteboard, marker pen, projector</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<ul style="list-style-type: none"> <li>• Basic tool box, Work bench with vice</li> <li>• Air Gauge Unit/Plugs/Rings, Apron, Bore Gauge, Centre Bench, Defective Samples, Dial Gauge/With Stand, Fixtures, Gauges, Height Gauge, Labels / Stickers, Sample Inspection Report Format, Limit Samples for Visual Defects, Manuals for SPC, APQP, MSA TS Standards, Micrometer, Ok Parts With Known Dimension, Parts (Within &amp; Out Of Tolerance As Per Drawings), Plug ,Ring &amp; Taper Go/No Go Gauges, Profile Gauge, Sample Parts, Screw Jack, Standard V Block/Magnetic, Surface Plate With Stand, Thread Plug/Ring Gauge, Tools, Vernier Caliper</li> <li>• <b>Safety materials:</b> Fire extinguisher, leather safety gloves, leather aprons, safety glasses with side shields, ear plug, safety shoes and first-aid kit</li> <li>• <b>Cleaning material:</b> Tip cleaner, wire brush (M.S.), cleaning agents, cleaning cloth, waste container, dust pan and brush set, liquid soap, hand towel</li> </ul>	

## Module 5: Introduction to Employability Skills

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Discuss about Employability Skills in meeting the job requirements

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of Employability Skills in meeting the job requirements</li> </ul>	<ul style="list-style-type: none"> <li>• List different learning and employability related GOI and private portals and their usage</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 6: Constitutional values - Citizenship

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Discuss about constitutional values to be followed to become a responsible citizen

<b>Duration:</b> <0.5:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to practice different environmentally sustainable practices</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 7: Becoming a Professional in the 21st Century

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Demonstrate professional skills required in 21<sup>st</sup> century

<b>Duration: &lt;1:00&gt;</b>	<b>Duration: &lt;1.5:00&gt;</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss 21st century skills.</li> <li>• Describe the benefits of continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 8: Basic English Skills

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Practice basic English speaking.

<b>Duration: &lt;4:00&gt;</b>	<b>Duration: &lt;6:00&gt;</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe basic communication skills</li> <li>• Discuss ways to read and interpret text written in basic English</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</li> <li>• Read and interpret text written in basic English</li> <li>• Write a short note/paragraph / letter/e - mail using basic English</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 9: Career Development & Goal Setting

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Demonstrate Career Development & Goal Setting skills.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss need of career development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate in a well -mannered way with others.</li> <li>• Create a career development plan with well-defined short- and long-term goals</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 10: Communication Skills

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Practice basic communication skills.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of active listening for effective communication</li> <li>• Discuss the significance of working collaboratively with others in a team</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 11: Diversity & Inclusion

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe PwD and gender sensitisation.

<b>Duration:</b> <1:00>	<b>Duration:</b> <1.5:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of reporting sexual harassment issues in time</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 12: Financial and Legal Literacy

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe ways of managing expenses, income, and savings.

<b>Duration: &lt;2:00&gt;</b>	<b>Duration: &lt;3:00&gt;</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>List the common components of salary and compute income, expenditure, taxes, investments etc.</li> <li>Discuss the legal rights, laws, and aids</li> </ul>	<ul style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 13: Essential Digital Skills

### *Mapped to DGT/VSQ/N0102*

#### Terminal Outcomes:

- Demonstrate procedure of operating digital devices and associated applications safely.

<b>Duration: &lt;4:00&gt;</b>	<b>Duration: &lt;6:00&gt;</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the role of digital technology in today's life</li> <li>• Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to operate digital devices and use the associated applications and features, safely and securely</li> <li>• Create sample word documents, excel sheets and presentations using basic features</li> <li>• Utilize virtual collaboration tools to work effectively</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 14: Entrepreneurship

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe opportunities as an entrepreneur.

<b>Duration: &lt;3:00&gt;</b>	<b>Duration: &lt;4:00&gt;</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the types of entrepreneurship and enterprises</li> <li>Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan</li> <li>Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement</li> </ul>	<ul style="list-style-type: none"> <li>Create a sample business plan, for the selected business opportunity</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 15: Customer Service

### *Mapped to DGT/VSQ/N0102*

#### Terminal Outcomes:

- Describe ways of maintaining customer.

<b>Duration:</b> <2:00>	<b>Duration:</b> <3:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the significance of identifying customer needs and addressing them.</li> <li>• Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>• Discuss the significance of maintaining hygiene and dressing appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to maintain hygiene and dressing appropriately.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Module 16: Getting ready for apprenticeship & Jobs

### Mapped to DGT/VSQ/N0102

#### Terminal Outcomes:

- Describe ways of preparing for apprenticeship & Jobs appropriately.

<b>Duration: &lt;3:00&gt;</b>	<b>Duration: &lt;5:00&gt;</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the significance of maintaining hygiene and confidence during an interview</li> <li>List the steps for searching and registering for apprenticeship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Create a professional Curriculum Vitae (CV)</li> <li>Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively</li> <li>Perform a mock interview</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard, marker pen, projector	
<b>Tools, Equipment and Other Requirements</b>	

## On-the-Job Training

### Mapped to Quality Inspector - Manufactured Components

**Mandatory Duration:** 60:00

**Recommended Duration:** 00:00

**Location:** On Site

#### Terminal Outcomes

- Read the drawings and job order to identify work requirements
- Select and arrange required testing tools and equipment
- Set the testing parameters for quality check
- Perform quality check of workpiece
- Perform testing methods to check the quality of workpiece
- Record the observations of testing
- Interact and coordinate with supervisor and colleagues
- Work as per the given timeline and quality standards
- Maintain a safe, healthy and secure work environment

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma	Mechanical	4	Quality	1	Quality	NA
B.E/B.Tech	Mechanical	2	Quality	1	Quality	NA

Trainer Certification	
Domain Certification	Platform Certification
“Quality Inspector - Manufactured Components, CSC/Q0601, version 2.0”. Minimum accepted score is 80%.	“Trainer, MEP/Q2601 v1.0” Minimum accepted score is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma	Mechanical	4	Quality	1	Quality	NA
B.E./B.Tech	Mechanical	2	Quality	1	Quality	NA

Assessor Certification	
Domain Certification	Platform Certification
"Quality Inspector - Manufactured Components, CSC/Q0601, version 2.0". Minimum accepted score is 80%.	Certified for the Job Role: "Assessor" (VET and skills, mapped to the Qualification Pack: "MEP/Q2701, v2.0", with a minimum score of 80%.

## 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
  - Assessment agency deploys the ToA certified Assessor for executing the assessment
  - SSC monitors the assessment process & records
2. Testing Environment:
  - Confirm that the centre 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 as 10 a.m. and 5 p.m.
  - If the batch size is more than 30, then there should be 2 Assessors.
  - 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 particular 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
  - Assessor must be ToA certified & trainer must be ToT Certified
  - 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:
  - Surprise visit to the assessment location
  - Random audit of the batch
  - Random audit of any candidate
6. Method for assessment documentation, archiving, and access
  - 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 in the Hard Drives

## References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
<b>Terminal Outcome</b>	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

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>SOP</b>	Standard Operating Procedure
<b>WI</b>	Work Instructions
<b>PPE</b>	Personal Protective equipment