QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR ELECTRONICS INDUSTRY

## 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- Electrical Technician

**SECTOR:** ELECTRONICS

**SUB-SECTOR:** INDUSTRIAL AUTOMATION

**OCCUPATION:** ASSEMBLY AND INTEGRATION

**REFERENCE ID: ELE/Q6301**

**ALIGNED TO: NCO-2004/8283.90**

**Electrical Technician:** Also called 'Electrical Sub system Integrator', the Electrical Technician integrates multiple PCBs and power supply and other electrical module into the product.

**Brief Job Description:** The individual at work integrates together modules and sub parts that form the electronic system of the product.

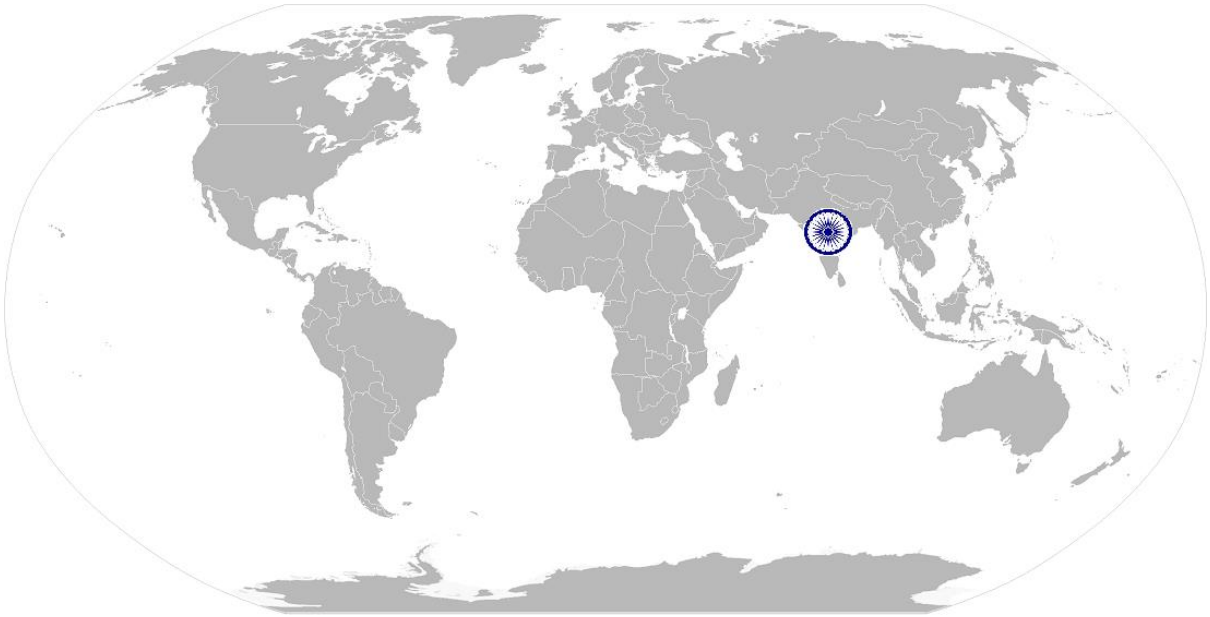
**Personal Attributes:** The individual works in high-decibel noise environment and works in standing position for long hours.

Job Details

| | | | |
|---|---|---|---|
| **Qualifications Pack Code** | **ELE/Q6301** | | |
| **Job Role** | **Electrical Technician** | | |
| **Credits(NVEQF/NVQF/NSQF) [*OPTIONAL*]** | **TBD** | **Version number** | **1.0** |
| **Sector** | **Electronics** | **Drafted on** | **24/02/14** |
| **Sub-sector** | **Industrial Automation** | **Last reviewed on** | **24/03/15** |
| **Occupation** | **Assembly and Integration** | **Next review date** | **24/03/16** |

| **Job Role** | **Electrical Technician**<br>Also called 'Electrical Subsystem Integrator' |
|---|---|
| **Role Description** | Assemble together PCBs and other electrical modules to form the electrical sub-system of the final product |
| **NVEQF/NVQF level** | 3 |
| **Minimum Educational Qualifications** | 10th Standard passed |
| **Maximum Educational Qualifications** | ITI (Electronics) |
| **Training** | Not Applicable |
| **Experience** | Not applicable |
| **Applicable National Occupational Standards (NOS)** | **Compulsory:**<br>1. ELE/N6301 Integrate electrical sub system<br>2. ELE/N9971 Coordinate with others<br>3. ELE/N9963 Maintain safe work surroundings<br><br>**Optional:**<br>Not applicable |
| **Performance Criteria** | As described in the relevant OS units |

# National Occupational Standard



## Overview

**This unit is about integrating all control boards and any other electronic components to obtain the electrical sub system of the product.**

**ELE/N6301** **Integrate Electrical Sub System**

National Occupational Standard

| | |
|---|---|
| **Unit Code** | **ELE/N6301** |
| **Unit Title (Task)** | **Integrate electrical sub system** |
| **Description** | This OS unit is about integrating all control boards and any other electronic components to obtain the entire electrical sub system of the product. |
| **Scope** | This unit/ task covers the following:<br>• Understand requirement from the supervisor<br>• Assemble the electrical and electronic sub system<br>• Report problems to supervisor<br>• Achieve productivity, quality and safety standards as per company's policy |

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

| Element | Performance Criteria |
|---|---|
| **Understanding work requirements** | To be competent, the user/ individual must be able to:<br>PC1. interact with the supervisor in order to understand the day's production requirement and plan work<br>PC2. use approved drawings, job instructions or work manuals |
| **Assembling electrical sub system** | To be competent, the user/ individual must be able to:<br>PC3. collect assembled PCBs from the assembly team<br>PC4. collect consumables such as wires and connectors need for the assembly process<br>PC5. collect the work manual/job instruction from the supervisor<br>PC6. visually inspect the boards and components received for any physical damage, any loose or wrong connections<br>PC7. record faults and pass the board on to the PCB assembly team for re-work<br>PC8. follow the standard operating procedure to assemble the electrical sub system<br>PC9. place the assembled system in bins assigned and ensure that it is moved to final assembly area<br>PC10. interpret accurately drawings, wiring and job specifications/instructions<br>PC11. ensure that the finished assembly meets specifications<br>PC12. coordinate with the PCB assembly team to ensure that production targets are met |
| **Reporting to supervisor** | To be competent, the user/ individual must be able to:<br>PC13. highlight any errors in previous step of the assembly process identified<br>PC14. report defective or inadequate number of components<br>PC15. report about inadequate quantity of consumables such as wires, connectors, screws, nuts, etc. |
| **Achieving productivity, quality** | To be competent, the user/ individual must be able to:<br>PC16. meet 100% target for number of products to be manufactured per day |

**ELE/N6301** **Integrate Electrical Sub System**

| | |
|---|---|
| **and safety standards** | PC17. achieve 100% of planned work as scheduled<br>PC18. achieve zero errors as per company's standards<br>PC19. achieve zero damage because of electrostatic discharge<br>PC20. keep work area clean and organised identify<br>PC21. report any problems in the assembly line in time<br>PC22. record any defects/inadequacies noted during the assembly process<br>PC23. maintain safety standards as per company policy<br>PC24. achieve clean work protocols |
| **Knowledge and Understanding (K)** | |
| **A. Organizational Context** (Knowledge of the company / organization and its processes) | The individual on the job needs to understand:<br>KA1. company's policies on: incentives, personnel management, delivery standards<br>KA2. company's code of conduct<br>KA3. importance of individual's role in the work flow<br>KA4. organisation culture and typical vendor profile<br>KA5. company's reporting structure<br>KA6. company's documentation policy |
| **B. Technical Knowledge** | The individual on the job needs to know and understand:<br>KB1. electro-mechanical assembly instructions<br>KB2. general principles of wiring and assembly<br>KB3. circuit design, block diagram of the product being assembled and functioning of its different modules<br>KB4. fundamentals of electricity such as Ohms law, difference between Ac and DC, series and parallel connections<br>KB5. basic electronics of components such as diode, transformer, LED, photo transistor, capacitor, resistor, inductor, thermistor, ICs<br>KB6. how to read values of resistors, capacitors, diodes and integrated circuits with specific reference to colour coding, polarity, orientation, tolerance<br>KB7. specific safety precautions while working in an electronic assembly unit<br>KB8. ESD precautions<br>KB9. protective gear such as gloves, rubber base shoes<br>KB10. maintenance of tools used during the assembly process<br>KB11. frequently occurring errors in the assembly process, causes and preventive measure<br>KB12. how to communicate with PCB assembly operators in order to meet production deadlines<br>KB13. documents and procedures used in the during the assembly process<br>KB14. handling of different electrical and mechanical products<br>KB15. quality and 5S standards |

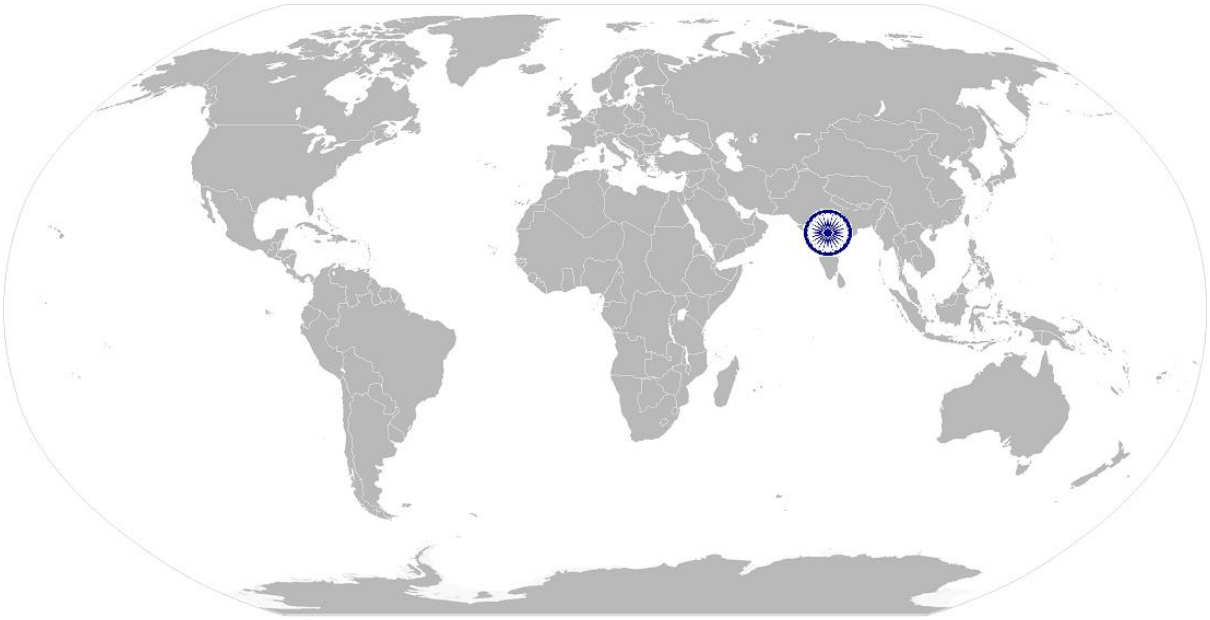
**ELE/N6301** **Integrate Electrical Sub System**

| Skills (S) | |
|---|---|
| **A. Core Skills/ Generic Skills** | **Reading and writing skills** |
| | The individual on the job needs to know and understand how to:<br>SA1. read warnings, instructions and other text material on product labels, components, etc.<br>SA2. read job sheets or work orders |
| | **Documentation skills** |
| | The individual on the job needs to know and understand how to:<br>SA3. use computers for documenting<br>SA4. complete forms such as work orders, invoices, maintenance records |
| **B. Professional Skills** | **Using tools and machines** |
| | The individual on the job needs to know and understand how to:<br>SB1. operate/use soldering iron, multi-meter, clamp meter, screw driver, wire cutter, pliers, tester, spanner, CRO<br>SB2. use tools safely |
| | **Assembling skills** |
| | The individual on the job needs to know and understand how to:<br>SB3. assemble together various control boards and other electronic components in order to obtain the electrical sub system<br>SB4. achieve the required quality and meet overall quality standards |
| | **Interpersonal skills** |
| | The individual on the job needs to know and understand how to interact with:<br>SB5. supervisor and co-workers to achieve smooth workflow<br>SB6. superior and co-workers to share knowledge and learning |
| | **Reflective thinking** |
| | The user/individual on the job needs to know and understand how to:<br>SB7. improve work processes<br>SB8. reduce repetition of errors |

# NOS Version Control

| NOS Code | ELE/N6301 | | |
|---|---|---|---|
| Credits(NVEQF/NVQF/NSQF) [*OPTIONAL*] | TBD | Version number | 1.0 |
| Industry | Electronics | Drafted on | 24/02/14 |
| Industry Sub-sector | Industrial Automation | Last reviewed on | 24/03/15 |
| | | Next review date | 24/03/16 |

# National Occupational Standard



## Overview

**This unit is about the individual's level of communication with colleagues and other departments within the organisation. It determines the ability to work as a team member to achieve the required deliverables on schedule.**

# ELE/N9971 Coordinate with Others

National Occupational Standard

| Unit Code | ELE/N9971 |
|---|---|
| Unit Title (Task) | Coordinate with others |
| 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:<br>• Interact with supervisor or superior<br>• Interact with co workers |

| Performance Criteria(PC) w.r.t. the Scope | |
|---|---|
| **Element** | **Performance Criteria** |
| **Interacting with supervisor** | To be competent, the user/ individual must be able to:<br>PC1. understand work requirements, targets and incentives<br>PC2. learn about new product models, their features and functions<br>PC3. report problems identified in the field<br>PC4. escalate customer concerns that cannot be handled on field<br>PC5. resolve personnel issues<br>PC6. receive feedback on work standards and customer satisfaction<br>PC7. communicate any potential hazards at a particular location<br>PC8. meet given targets<br>PC9. deliver work of expected quality despite constraints<br>PC10. Have feedback from a happy and satisfied customer |
| **Interacting with coworkers** | To be competent, the user/ individual must be able to:<br>PC11. resolve inter-personnel conflicts and achieve smooth workflow<br>PC12. receive spares from tool room or stores<br>PC13. deposit faulty modules and tools to stores<br>PC14. pass on customer complaints to colleagues in a respective geographical area<br>PC15. assist colleagues with resolving field problems<br>PC16. clearly demarcate roles of each team member |

| 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:<br>KA1. company's policies on: incentives, delivery standards, and personnel management<br>KA2. importance of the individual's role in the workflow<br>KA3. reporting structure |
| **B. Technical Knowledge** | The individual on the job needs to know and understand:<br>KB1. how to communicate effectively<br>KB2. how to build team coordination |

**ELE/N9971** **Coordinate with Others**

| Skills (S) [Optional] | |
|---|---|
| **A. Core Skills/ Generic Skills** | **Teamwork and multitasking** |
| | The individual on the job needs to know and understand how:<br>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:<br>SB1. how to report potential areas of disruptions to work process<br>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:<br>SB3. how to improve work process |
| | **Critical thinking** |
| | The individual on the job needs to know and understand:<br>SB4. how to spot process disruptions and delays |

# NOS Version Control

| NOS Code | ELE/N9971 | | |
|---|---|---|---|
| Credits(NVEQF/NVQF/NSQF) [*OPTIONAL*] | TBD | Version number | 1.0 |
| Industry | Electronics | Drafted on | 24/02/14 |
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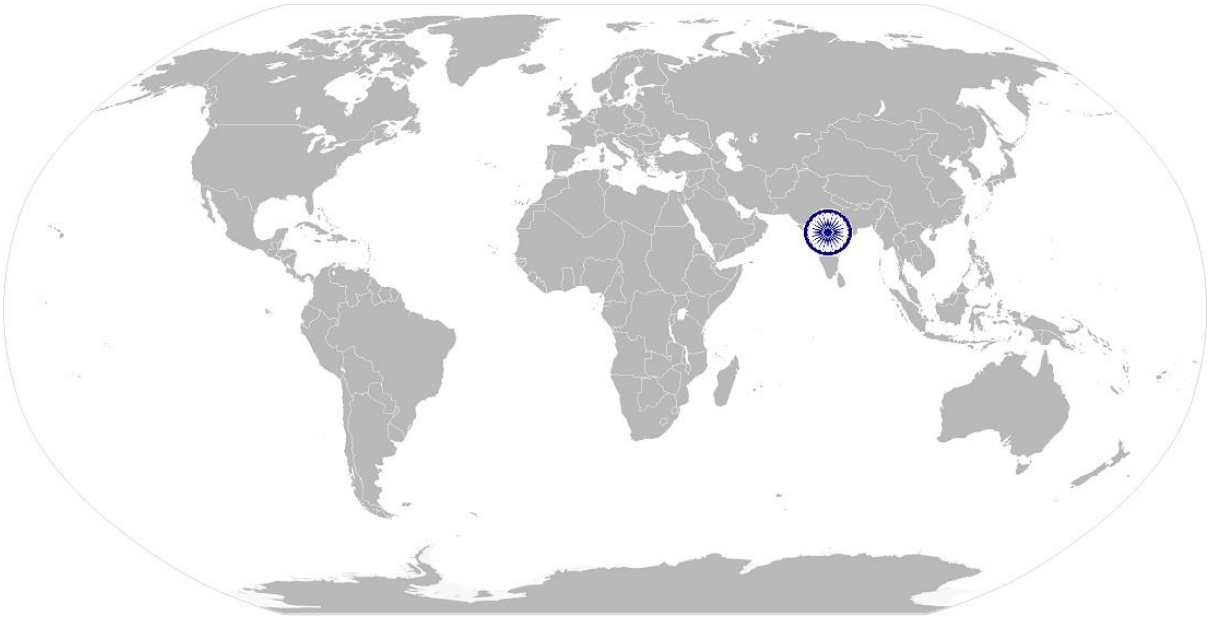
# National Occupational Standard



## Overview

**This unit is about the individual's effort to maintain a safe, healthy and secure working environment.**

National Occupational Standard

| Unit Code | ELE/N9963 |
|---|---|
| **Unit Title (Task)** | **Maintain safe work surroundings** |
| **Description** | This OS unit is about following adequate safety procedures to make work environment safe |
| **Scope** | This unit/ task covers the following:<br>• Follow standard safety procedures of the company<br>• Participate in company's safety and fire drills<br>• Maintain good posture at work for long term health |
| **Performance Criteria(PC) w.r.t. the Scope** | |
| **Element** | **Performance Criteria** |
| **Following safety measures and standards** | To be competent, the user/ individual must be able to:<br>PC1. comply with general safety procedures followed in the company<br>PC2. follow standard safety procedures while handling an equipment, hazardous material or tool<br>PC3. use of safety materials such as goggles, gloves, ear plugs, caps, ESD pins, covers, shoes, etc.<br>PC4. escalate about any hazardous materials or things found in the premises<br>PC5. report about any breach of safety procedure in the company<br>PC6. ensure zero accidents at work<br>PC7. avoid damage of components due to negligence in ESD procedures<br>PC8. regularly participate in fire drills or other safety related workshops organised by the company<br>PC9. ensure no loss for company due to safety negligence |
| **Maintaining good health and posture** | To be competent, the user/ individual must be able to:<br>PC10. maintain appropriate posture, especially in long hours of sitting or standing position and in handling heavy materials<br>PC11. Participate in company organised health sessions such as yoga, physiotherapy or games<br>PC12. handle heavy and hazardous materials with care and using appropriate tools and handling equipment such as trolleys, jacks and ladders |
| **Knowledge and Understanding (K)** | |
| **B. Organizational Context** (Knowledge of the company / organization and its processes) | The individual on the job needs to know and understand:<br>KA1. company's policies on: incentives, delivery standards, and personnel management<br>KA2. company occupational safety and health policy followed<br>KA3. company emergency evacuation procedure<br>KA4. company's medical policy |

**ELE/N9963** **Maintain Safe Work Surroundings**

| | |
|---|---|
| **B. Technical Knowledge** | The individual on the job needs to know and understand:<br>KB1. how to maintain the work area safe and secure<br>KB2. how to handle hazardous materials, tools and equipment<br>KB3. emergency procedures to be followed during fire accidents, etc.<br>KB4. value of good posture and use of appropriate handling equipment |
| **Skills (S) [Optional]** | |
| **C. Professional Skills** | **Handling safety equipment** |
| | The individual on the job needs to know and understand:<br>SB1. significance of using safety materials such as gloves, etc.<br>SB2. how to use safety equipment such as fire extinguisher during fire accidents |

# NOS Version Control

| NOS Code | ELE/N9963 | | |
|---|---|---|---|
| Credits(NVEQF/NVQF/NSQF) [*OPTIONAL*] | TBD | Version number | 1.0 |
| Industry | Electronics | Drafted on | 24/02/14 |
| Industry Sub-sector | Industrial Automation | Last reviewed on | 24/03/15 |
| | | Next review date | 24/03/16 |

Definitions

| 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 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. |

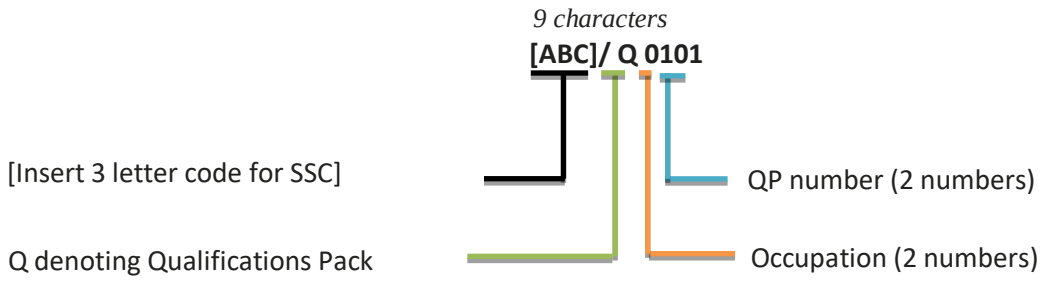
## Acronyms

| Keywords /Terms | Description |
|---|---|
| NOS | National Occupational Standard(s) |
| NVQF | National Vocational Qualifications Framework |
| NSQF | National Qualifications Framework |
| NVEQF | National Vocational Education Qualifications Framework |
| PCB | Printed circuit board |
| QP | Qualifications Pack |

# *Annexure*

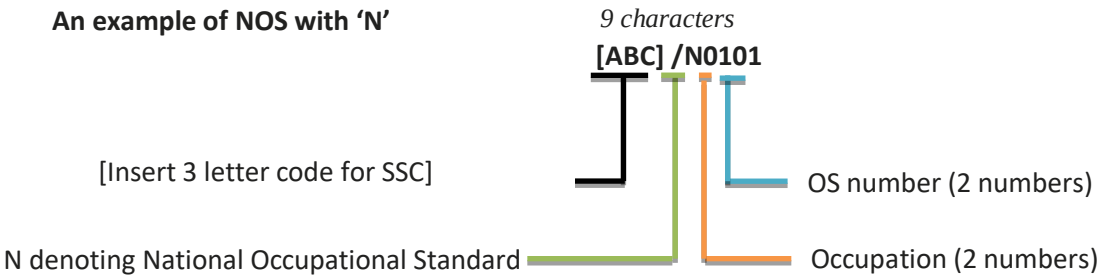
## Nomenclature for QP and NOS

### Qualifications Pack




### Occupational Standard

**An example of NOS with 'N'**

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

| Sub-sector | Range of Occupation numbers |
|---|---|
| **Consumer Electronics & IT Hardware** | 31 - 40, 76 - 80 |
| **Consumer Electronics & IT Hardware Security Surveillance** | 41 - 50 |
| **Semiconductor & Components** | 01 - 20 |
| **PCB Design and Manufacturing** | 21 - 30, 86 - 90 |
| **Electronics Manufacturing System** | 51 - 55 |
| **Solar and LED** | 56 - 60, 91 - 95 |
| **E-Mobility and Battery** | 66 - 70 |
| **Communication and Broadcasting** | 81 - 85 |
| **Industrial Automation** | 61 - 65, 71 - 75 |

| 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 |

# CRITERIA FOR ASSESSMENT OF TRAINEES

| | |
|---|---|
| **Job Role** | **Electrical Technician** |
| **QP #** | **ELE/Q6301** |
| **Sector Skill Council** | **Electronics Sector Skills Council of India** |

**Guidelines for Assessment:**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create *unique question papers for theory part for each candidate at each examination/training center* (as per assessment criteria below)
4. Individual assessment agencies will create *unique evaluations for skill practical for every student at each examination/training center* based on this criteria
5. To pass the Qualification Pack , every trainee should score a minimum of 70% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

| | | | | Marks Allocation | |
|---|---|---|---|---|---|
| **Element** | **Performance Criteria** | **Total Marks** | **Out Of** | **Theory** | **Skills Practical** |
| **ELE/N6301 Integrate electrical sub system** | | | | | |
| **Understanding work requirements** | PC1. interact with the supervisor in order to understand the day's production requirement and plan work | **100** | 3 | 1 | 2 |
| | PC2. use approved drawings, job instructions or work manuals | | 3 | 1 | 2 |

| Element | Performance Criteria | Total Marks | Out Of | Marks Allocation | |
|---|---|---|---|---|---|
| | | | | Theory | Skills Practical |
| **Assembling electrical sub system** | PC3. collect assembled PCBs from the assembly team | | 5 | 2 | 3 |
| | PC4. collect consumables such as wires and connectors need for the assembly process | | 5 | 2 | 3 |
| | PC5. collect the work manual/job instruction from the supervisor | | 5 | 2 | 3 |
| | PC6. visually inspect the boards and components received for any physical damage, any loose or wrong connections | | 5 | 2 | 3 |
| | PC7. record faults and pass the board on to the PCB assembly team for re-work | | 5 | 2 | 3 |
| | PC8. follow the standard operating procedure to assemble the electrical sub system | | 5 | 2 | 3 |
| | PC9. place the assembled system in bins assigned and ensure that it is moved to final assembly area | | 5 | 2 | 3 |
| | PC10. interpret accurately drawings, wiring and job specifications/instructions | | 5 | 2 | 3 |
| | PC11. ensure that the finished assembly meets specifications | | 5 | 2 | 3 |
| | PC12. coordinate with the PCB assembly team to ensure that production targets are met | | 5 | 2 | 3 |
| | | | 5 | 2 | 3 |
| **Reporting to supervisor** | PC13. highlight any errors in previous step of the assembly process identified | | 4 | 2 | 2 |
| | PC14. report defective or inadequate number of components | | 4 | 2 | 2 |
| | PC15. report about inadequate quantity of consumables such as wires, connectors, screws, nuts, etc. | | 4 | 2 | 2 |
| **Achieving productivity, quality and safety standards** | PC16. meet 100% target for number of products to be manufactured per day | | 3 | 2 | 1 |
| | PC17. achieve 100% of planned work as scheduled | | 3 | 1 | 2 |
| | PC18. achieve zero errors as per company's standards | | 3 | 1 | 2 |
| | PC19. achieve zero damage because of electrostatic discharge | | 3 | 1 | 2 |
| | PC20. keep work area clean and organised identify | | 3 | 1 | 2 |
| | PC21. report any problems in the assembly line in time | | 3 | 1 | 2 |
| | PC22. record any defects/inadequacies noted during the assembly process | | 3 | 1 | 2 |
| | PC23. maintain safety standards as per company policy | | 3 | 1 | 2 |

| Element | Performance Criteria | Total Marks | Out Of | Marks Allocation | |
|---|---|---|---|---|---|
| | | | | Theory | Skills Practical |
| | PC24. achieve clean work protocols | | 3 | 1 | 2 |
| | | **TOTAL** | 100 | 40 | 60 |
| **ELE/N9971 Coordinate with others** | | | | | |
| **Interacting with supervisor** | PC1. understand work requirements, targets and incentives | **100** | 7 | 4 | 3 |
| | PC2. learn about new product models, their features and functions | | 7 | 4 | 3 |
| | PC3. report problems identified in the field | | 7 | 4 | 3 |
| | PC4. escalate customer concerns that cannot be handled on field | | 7 | 3 | 4 |
| | PC5. resolve personnel issues | | 6 | 2 | 4 |
| | PC6. receive feedback on work standards and customer satisfaction | | 6 | 2 | 4 |
| | PC7. communicate any potential hazards at a particular location | | 6 | 3 | 3 |
| | PC8. meet given targets | | 6 | 2 | 4 |
| | PC9. deliver work of expected quality despite constraints | | 6 | 2 | 4 |
| | PC10. Have feedback from a happy and satisfied customer | | 6 | 2 | 4 |
| **Interacting with coworkers** | PC11. resolve inter-personnel conflicts and achieve smooth workflow | | 6 | 2 | 4 |
| | PC12. receive spares from tool room or stores | | 6 | 2 | 4 |
| | PC13. deposit faulty modules and tools to stores | | 6 | 2 | 4 |
| | PC14. pass on customer complaints to colleagues in a respective geographical area | | 6 | 2 | 4 |
| | PC15. assist colleagues with resolving field problems | | 6 | 2 | 4 |
| | PC16. clearly demarcate roles of each team member | | 6 | 2 | 4 |
| | | **TOTAL** | **100** | **40** | **60** |
| **ELE/N9963 Maintain safe work surroundings** | | | | | |
| **Following safety measures and standards** | PC1. comply with general safety procedures followed in the company | **100** | 7 | 4 | 3 |
| | PC2. follow standard safety procedures while handling an equipment, hazardous material or tool | | 7 | 4 | 3 |
| | PC3. use of safety materials such as goggles, gloves, ear plugs, caps, ESD pins, covers, | | 7 | 3 | 4 |

| Element | Performance Criteria | Total Marks | Out Of | Marks Allocation | |
|---|---|---|---|---|---|
| | | | | Theory | Skills Practical |
| | shoes, etc. | | | | |
| | PC4. escalate about any hazardous materials or things found in the premises | | 7 | 3 | 4 |
| | PC5. report about any breach of safety procedure in the company | | 6 | 2 | 4 |
| | PC6. ensure zero accidents at work | | 6 | 2 | 4 |
| | PC7. avoid damage of components due to negligence in ESD procedures | | 6 | 3 | 3 |
| | PC8. regularly participate in fire drills or other safety related workshops organised by the company | | 6 | 2 | 4 |
| | PC9. ensure no loss for company due to safety negligence | | 6 | 2 | 4 |
| **Maintaining good health and posture** | PC10. maintain appropriate posture, especially in long hours of sitting or standing position and in handling heavy materials | | 14 | 5 | 9 |
| | PC11. Participate in company organised health sessions such as yoga, physiotherapy or games | | 14 | 5 | 9 |
| | PC12. handle heavy and hazardous materials with care and using appropriate tools and handling equipment such as trolleys, jacks and ladders | | 14 | 5 | 9 |
| | | **TOTAL** | **100** | **40** | **60** |