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सर्वोच्च प्रबन्ध
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

N S D C
National
Skill Development
Corporation
Transforming the skill landscape



Facilitator Guide



Sector
Telecom

Sub-Sector
Handset

Occupation
Customer Service-Handset Segment

Reference ID: TEL/Q2201, Version 4.0
NSQF Level: 4

**Handheld
Devices
(Handset &
Tablet)
Technician**



Scan/Click the QR code to access e-Book

This book is sponsored by

Telecom Sector Skill Council of India

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**“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”**

Shri Narendra Modi

Prime Minister of India

Acknowledgements

Telecom Sector Skill Council would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “Facilitator Guide”. Without their contribution it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules.

The preparation of this guide would not have been possible without the Telecom Industry's support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the Industry.

This facilitator guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavors.

About this Guide

India is the second-largest telecom market in the world, with over 1.16 billion (116 crores) subscribers, and by 2025 it is expected to grow to 0.95 billion which is (92 crores). The sector employed over 2.2 million (22 lakhs 20) employees directly and 1.8 million(18lakhs) indirectly as of 2021, and it is expected to grow with the introduction of 5G network services. As on date, this sector is in the top five employment opportunity generators in the country. The sector currently employs over 2.08 million employees and is slated to employ more than 4.16 million employees by 2022. This implies additional creation of ~2.1 million jobs in the nine-year period.

This Participant book is designed to impart theoretical and practical skill training to students for becoming a Handset Repair Engineer (Level II).

Individuals at this job are responsible for repairing a handset both hardware and software components, testing the handset after repairs for adequacy and ensuring availability of adequate inventory of the hardware components.

This facilitator guide is based on Handset Repair Engineer (Level II) Qualification Pack (TEL/Q2201) & includes the following National Occupational Standards (NOSs):

1. Repair and Test Handsets-TEL/Q2213
2. Repair and Test Tablets-TEL/Q2214
3. Carry out chip level repair in mobile phone-TEL/Q4631
4. Organise work and Resources as per Health and Safety Standards-TEL/N9101
5. Interact Effectively with Team Members and Customers-TEL/N9102
6. DGT/VSQ/N0102 Employability Skills (60 Hours)

The Key Learning Outcomes and the skills gained by the participant are defined in their respective units.

Post this training, the participant will be able to perform handset repair of hardware and software components and testing the handset for adequacy post repair.

We hope that this facilitator guide will provide a sound learning support to our young friends to build an attractive career in the telecom industry.

Symbols Used



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lab



Demonstrate



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



Role Play



Example

Table of Contents

S.No.	Modules and Units	Page No.
1.	Roles and Responsibilities of a Handheld Devices (Handset & Tablet) Technician	11
	Unit 1.1 – About the telecom industry	13
	Unit 1.2 – About cell phones	20
	Unit 1.3 – Organizational Policies and Standards	21
2.	Repairing Handsets -TEL/N2213	34
	Unit 2.1 – Prepare for repairing a handset	36
	Unit 2.2 – Basic electronics of a mobile phone	38
	Unit 2.3 – Resetting a phone	61
	Unit 2.4 – Fixing the firmware	63
	Unit 2.5 – Hardware repair tools	65
	Unit 2.6 – Basic troubleshooting	85
	Unit 2.7 – Safety Guidelines	107
	Unit 2.8 – Report and Document daily activities	114
3.	Repairing Tablets -TEL/N2214	121
	Unit 3.1 – Introduction to tablets	122
	Unit 3.2 – Replacing common parts	123
	Unit 3.3 – Basic troubleshooting	161
	Unit 3.4 – Safety guidelines	198
4.	Process of carrying out chip-level repair of mobile phone-TEL/N4631	174
	Unit 4.1 – Analyse the status of mobile phone and estimate the repair cost	176
	Unit 4.2 – Perform chip-level repairs	178
	Unit 4.3 – Prepare necessary documentation	183
	Unit 4.4 - Achieve the quality and productivity standards	185
5.	Organize work and resources as per health and safety standards -(TELN9101)	189
	Unit 5.1 Workplace health & safety	191
	Unit 5.2 Different types of Health hazards	193
	Unit 5.3 Importance of Safe Working Practices	196
	Unit 5.4 Reporting Safety Hazards	198
	Unit 5.5 Waste Management	201
	Unit 5.6 Organisation's focus on greening of Jobs	203



Table of Contents (contd.)

S.No.	Modules and Units	Page No.
6.	Interact effectively with Team members and customers -TEL/N9102	207
	Unit 6.1 Interaction with supervisor, peers and customers	209
	Unit 6.2 Explain the importance of developing sensitivity towards disabled people	212
7	Annexures	217
	Unit 7.1 Training Delivery Plan	218
	Unit 7.2 Assessment Criteria	223
8	Employability skills-60 hours (DGT/VSQ/N0102) The book on New Employability Skills is available at the following location: https://eskillindia.org/NewEmployability Scan the QR code below to access the eBook 	



Table of Contents (contd.)

S.No.	Modules and Units	Page No.
6.	Interact effectively with Team members and customers -TEL/N9102	261
	Unit 6.1 Interaction with supervisor, peers and customers	264
	Unit 6.2 Explain the importance of developing sensitivity towards disabled people	268
7	Annexures	275
	Unit 7.1 Assessment Criteria	279
	Unit 7.2 Training Delivery Plan	281
	Unit 7.3 Employability Skills	294





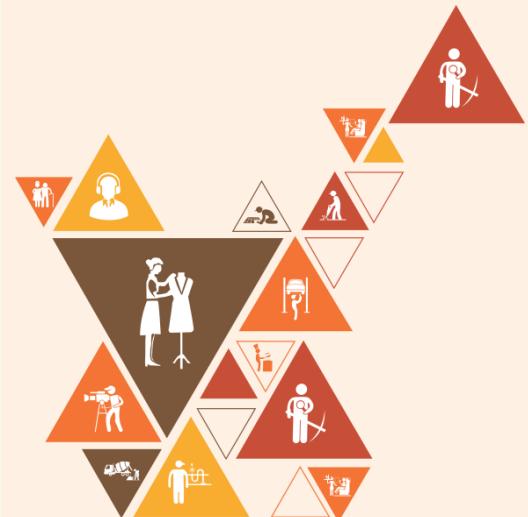


1. Roles and Responsibilities of a Handheld Devices (Handset & Tablet)Technician

Unit 1.1 – About telecom Industry

Unit 1.2 – About cell phones

Unit 1.3 – Organizational Polices and Standards



Key Learning Outcomes

Key Learning Outcomes



At the end of this module, you will be able to:

1. Know your fellow participants and understand training norms
2. Know about the telecom market in the country and some mobile phone vendors
3. Learn about the evolution of cell phones
4. Know and understand about how mobile communication and cell phones work
5. Learn about the role of a handset repair engineer

Unit 1. Role & Responsibilities of a Handheld Devices(Handset & Tablet Technician

Unit Objectives



At the end of this unit, you will be able to:

1. Introduce each other
2. Build rapport with fellow students and the trainer
3. Map participant's expectation from the training program
4. Share program agenda

Resources to be Used



- Available objects such as a duster, pen, notebook, etc.
- Flip charts.

Say



- A very good day to all of you.
- As you all know, we have got together here to attend a training designed especially for helping you to be a successful 'Handset Repair Engineer'.
- Before that let us introduce ourselves.

Do



- Make the students stand in a circle, close enough to each other so that they can pass the parcel quickly.
- Say 'Stop' when the students least expect it. The person who has the parcel at that time should get out.
- Those who get out should introduce themselves by providing their names and a little additional information such as favorite hobbies, likes and dislikes.
- The winner of the game should stand and introduce himself/herself at the end of the game.

Say

- Thank the students for their participation.
- Introduce your-self to the students.
- At the start of any journey it is natural to have expectations.
- Hence let us capture your expectations from the program.

Notes for Facilitation

- You could ask the students who get out during the game to be the music keepers. They can start and stop the music as the game progresses.
- Encourage shy students to provide information about themselves by prompting them with questions such as 'what do you enjoy doing the most', 'what is your favorite movie or book', etc.
- While introducing ensure the following guidelines - work experience, industry, etc.

Do

- This is a team exercise and each team needs to prepare a presentation (using a flip chart).
- Each team presentation should cover; what as a team they expect to gain from the workshop?
- Teams to use flip-chart for their presentation.
- Share program outline with the participants.

Notes for Facilitation

- Each team to take not more than 5 minutes to prepare their respective presentations.
- Each team to take not more than 2-3 minutes to present.
- Share the program outline with the participants and link it with program expectations.
- This helps in creating an interest in the participants.

UNIT 1.1: About Telecom Industry

Unit Objectives



At the end of this unit, you will be able to:

1. Explain and outline the growth and opportunities in the Indian telecom industry
2. List some popular mobile phone vendors in the country
3. Explain and outline the role of a handset repair engineer

Notes for Facilitation



- You could ask the students what they know about telecom industry in India.
- Give students some time to think about how the telecom industry has changed in the last five years.
- Set the context and describe the industry trends in telecom industry.
- Allow the students to list some popular mobile handset companies in India.

UNIT 1.1.1: Telecom Industry at a glance

Say



- Before we learn the skills, which will help us, do our jobs really well. It is essential that we understand the telecom market and the history of telecom growth in India.
- India today is the second fastest growing economy in the world
- Liberalization in the 1990s resulted in an improved business climate and an increased investment across the country.
- India has more than 700 million subscribers with a tele-density of more than 60%.
- Telecom is still a high potential sector, and hence requires more attention and policy frame-work

Do



- Refer to the relevant pages in the hand book and share it with the participants.-1.1.1
- Share with the participants about telecom Industry Growth – benefits accrued-1.1.1
- Share with the participants about Indian telecom history.
- Share with the participants about Indian telecom history – growth.
- Share with the participants about Indian Telecom Growth – urban & rural.
- Share with the participants about Indian Telecom – drivers of affordability.
- Share with the participants about Indian Telecom model.
- Share with the participants about key merger and acquisitions by Indian firms.
- Share with the participants about Indian Telecom Regulatory Authority - TRAI.

1.1.2: A Few Handset Vendors in India

Say

- Now we have some idea about the telecom market and the history of telecom growth in India.
- Let us understand about a few telecom vendors which sell handsets in India.

Ask

- Ask the students to discuss within their respective groups the various handset vendors.
- Ask the students to give group presentation about the various handset vendors.

Notes for Facilitation

- Divide the students within groups and assign “companies” to students.
- Give each group to prepare presentation on the assigned companies for around 15 minutes.
- Give 5 minutes to each group for presentation.

Do

- Summarize learning by sharing company specific pages in the hand book with the participants.
- Share with the participants about Samsung.
- Share with the participants about Lava.
- Share with the participants about Micromax.
- Share with the participants about Celkon.
- Share with the participants about Intex.
- Share with the participants about Karbonn.
- Refer to page 4, 5 and 6 of the participant’s manual.

1.1.3: Handset Repair Engineer – Career Opportunities

Say

- Now we have some idea about the telecom market and handset vendors in India.
- Let us understand about the role of a “Handset Repair Engineer (Level II)”.
- With the growth in Indian Telecom industry the demand for various professionals such as Handset Repair Engineer, Telecom Engineer, etc. is bound to increase. It is estimated that the sector as a whole is likely to create about 40 lakh direct and indirect jobs over the next 5 years.

Ask

- Ask the students about the role and responsibilities of a handset repair engineer.
- Ask the students to explain the job responsibilities of a handset repair engineer.

Notes for Facilitation

- Divide the students within groups and assign “companies” to students.
- Give each group to prepare presentation on the assigned companies for around 15 minutes.
- Give 5 minutes to each group for presentation.

Do

- Team 1 to list down on a flip chart - What Do You Understand by The Role of handset ‘Repair Engineer’?
- Team 2 to list down on a flip chart - What is the purpose of a ‘Handset Service Centre store’ & the benefits associated with it for customers?
- Team 3 to list down on a flip chart - What Your ‘Customers’ expect from you as - handset ‘Repair Engineer’?
- Team 4 to list down on a flip chart - What Does Your ‘Supervisor’ expect from you as - handset ‘Repair Engineer’?

Notes for Facilitation



- Ensure participation and also facilitate the activity within each team.
- Facilitate the discussion and avoid arguments.
- Refer to page 7 of the participant's hand book.

UNIT 1.2: About Cell Phones

Unit Objectives



At the end of this unit, you will be able to:

1. List and outline the changes in technology of a cell phone over the years
2. Explain and outline how a mobile phone work over a network
3. Explain what goes on inside the handset during mobile communication
4. List and explain common features and uses of mobile phone
5. List and explain some popular mobile phone platforms

Say



- Mobile phone design, utility and their popularity has witnessed a sea-change over the years.
- There has been a revolution of sorts in the mobile phone industry as the handsets moved from having simple features like call and text, to the smartphones of today.
- Even consumer demands have also undergone a sea-change from a simple voice, SMS requirement to mobile phones loaded with camera, and data handling capabilities. Today the consumer demands something new almost on a daily basis.

Notes for Facilitation



- You could ask the students what they know about history of growth of mobile phones.
- Set the context and enquire what do you think goes inside a mobile handset.
- Set the context and enquire about the functioning of a mobile phone.
- Set the context and enquire about the common features and uses of a mobile phone.
- Enquire about some of the popular and common mobile phone platforms.

1.3.1: Evolution of the Cell Phone

Say

- Before we move any further let us understand the evolution of the cell phone and their segmentation basis their physical design.
- Let us also understand the development of the cell phone in the chronological order.

Do

- Share with the participants, with the help of the hand book, the segmentation of the phones basis their physical design i.e., bar phone, flip phone and slider phone.
- Refer to the relevant sections on page 8 and 9 of the participant's hand book.

Notes for Facilitation

- Ensure participation and also facilitate the activity amongst the students.
- Facilitate the discussion and avoid arguments.
- Refer to page 8 and 9 of the participant's hand book.
- Conduct a quick quiz in order to test the participants understanding about the difference between the various physical designs.
- Move on to the next section which is about how cell phone works.

1.3.2: How Cell Phone Works?

Ask



- Ask the students about their understanding of how the cell phone works.
- Ask the students to explain how the mobile network functions.

Say



- Having understood the design and evolution of cell phones and their chronological development, it is also necessary for us to understand how cell phone works. We should also understand how the network functions.

Do



- Share with the participants, with the help of the hand book, how the cell phones work.
- A base station provides coverage (communication capabilities) to users on mobile phones within its coverage area.
- Users outside the coverage area receive/transmit signals with too low amplitude for reliable communications.
- Users within the coverage area transmit and receive signals from the base station.
- The base station itself is connected to the wired telephone network.
- The cellular concept: multiple lower-power base stations that service mobile users within their coverage area and handoff users to neighboring base stations as users move. Together base stations tessellate the system coverage area.
- Thus, instead of one base station covering an entire city, the city is broken up into cells, or smaller coverage areas.
- Each of these smaller coverage areas has its own lower-power base station.
- User phones in one cell communicate with the base station in that cell.
- Small cells tessellate (mosaics) overall coverage area.
- A crucial component of the cellular concept is the notion of handoffs.
- Mobile phone users are by definition mobile, i.e., they move around while using the phone.

Do (Cont.)



- Thus, the network should be able to give them continuous signals as they move. This is not a problem when users move within the same cell.
- When they move from one cell to another, a handoff is needed.
- A user is transmitting and receiving signals from a given base station, say B1.
- Assume the user moves from the coverage area of one base station into the coverage area of a second base station, B2.
- B1 notices that the signal from this user is degrading.
- B2 notices that the signal from this user is improving.
- Extensive frequency reuse allows for many users to be supported at the same time.
- Total spectrum allocated to the service provider is broken up into smaller bands.
- A cell is assigned one of these bands. This means all communications (transmissions to and from users) in this cell occur over these frequencies only.
- Neighboring cells are assigned a different frequency band, so that nearby transmissions do not interfere with each other.
- The same frequency band is reused in another cell that is far away. This large distance limits the interference caused by this co-frequency cell.
- A group of local base stations are connected (by wires) to a mobile switching center (MSC). MSC is connected to the rest of the world (normal telephone system). Mobile switching centers control and coordinate the cellular network.
- They serve as intermediary between base stations that may be handing off users between each other.
- Base stations communicate with each other via the MSC.
- MSC keep track of cell phone user subscription and connects to the wired phone network.
- FDMA – Frequency division multiple access puts each call on a separate frequency.
- CDMA – Code Division Multiple Access - gives a unique code to each cell.
- TDMA – Time Division Multiple Access - assigns each cell a certain portion of time on a designated frequency.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Refer to the relevant sections on page 10 and 11 of the participant's hand book.
- Conduct a quick quiz in order to test the participants understanding and move on to the next section.

1.3.3: Common Features of Mobile Phone

Ask



- Ask the students about their understanding of the common features of the cell phone.
- Ask them to work in their respective teams and identify some common features.

Say



- Having understood how cell phone works? We should also understand the features of the mobile phones.
- These days mobile phones allow users to do much more than hold conversations.

Do



Share with the help of the hand book the various features of cell phones with the participants:

- Store contact information.
- Make task/to-do lists.
- Keep track of appointments.
- Calculator.
- Send/receive email.
- Send/receive pictures.
- Send/receive video clips.
- Get information from the internet.
- Play games.
- Integrate with other devices (PDAs, MP3 Players, etc.)
- Small cells tessellate (mosaics) overall coverage area.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Refer to the relevant sections on page 11 and 12 of the participant's hand book.
- Conduct a quick quiz in order to test the participants understanding and move on to the next section.

1.3.4: Popular Use of Mobile Phones

Ask



- Ask the students about their understanding of the popular use of the cell phone.
- Ask them to work in their respective teams and identify some popular use.

Say



- Having understood a few common features of cell phone. We should also understand some common uses of mobile phones.
- These days mobile phones offer a huge range of benefits to the users.

Do



Share with the help of the hand book the various uses of cell phones with the participants:

- Mobile banking.
- Mobile learning.
- Mobile health.
- Mobile agriculture.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Refer to the relevant sections on page 13 and 14 of the participant's hand book.
- Conduct a quick quiz in order to test the participants understanding and move on to the next section.

1.3.5: Popular Mobile Phone Platforms

Ask



- Ask the students about their understanding of a computer's operating system.
- Ask the student about their understanding of the mobile phone platforms.
- Ask them to work in their respective teams and identify some mobile phone platforms.

Say



- Having understood the various popular use of mobile phones, we should also understand the various mobile phone platforms.
- These days there are various types of platforms which are available and some of them are extremely popular.

Do



Share with the help of the hand book the various mobile phone platforms with the participants:

- iOS
- Android
- Blackberry
- Windows

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Refer to the relevant sections on page 15 of the participant's hand book.
- Conduct a quick quiz in order to test the participants understanding and move on to the next section.
- Make sure that the students complete exercise on page 17 and 18 of the participant's handbook.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble in their teams, provide each team with a handset.
- Ask participants to discuss and identify – features, use, functionality and platform of the phones.
- At the end of 15 minutes ask participants to present it to the class; presentation time 5 minutes.

UNIT 1.4 Organization Policies and Standards

Unit Objectives



At the end of this unit, you will be able to:

1. Understand the policies on incentives
2. Explain the delivery standards defined by the organization
3. Explain the standards for personal management
4. Understand the norms for public relations

Resources to be Used



- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids, multimedia kit
- Presentation slides

Notes



- In this unit, we will discuss about the organizational policies and standards, importance of adhering to the Turn around time while servicing

Say



- Good morning and welcome back to this training program on Handheld Devices(handset & Tablet)Technician

Notes for Facilitation



- Explain the need for policies and standards, SLA's and Turn Around Time.
- why every employee need to read the policy and implement it as part of their work
- Explain the policies and standards followed by the organization.
- why is it important to follow the SLA while repairing the handset and adhere to the Turn Around Time.

Answers to exercises for PHB

1. Which of the following phone uses iOS:

Ans : d. All of the above

2. Which is not a mobile handset vendor in the list below:

Ans. a.Maruti (its a car brand)

3. The National Telecom Policy aimed at making available:

Ans a. Telephone on demand

4. Which of the following attributes are required for a handset repair engineer:

Ans: d. All of the above

5. Handset repair engineer is responsible for:

Ans d. Both a & b

6. Which of these is not part of the KRA of a handset repair engineer:

Ans: b. Pay customer bills

7. What gets affected in a handset because of poor network connectivity:

Ans c. Ringer

8. Identify the incorrect statement about SMS:

Ans a. Max permissible length is 160 characters

9. Which of the following is true about TDMA:

Ans b. A certain portion of time is assigned to each cell on a designated frequency

10. Which of the following is true about CDMA:

Ans c. Spreads each call over the available frequencies after giving it a unique code.

Answers to Exercises for PHB

11. Mention the KRA of Handheld Devices(Handset & Tablet) Technician

Ans: Refer Page No. 14, KRA of a Handset Repair Engineer

12. Explain the concept of CDMA

Ans: Refer Page No.18 CDMA

13. what happens when we make a mobile call?

Ans: Refer Page No. 17 How a cell phone work.

14. Write briefly about the four popular mobile platforms.

Ans: Refer Page No. 22 Popular mobile platforms

15. Explain the concept of TDMA.

Ans: Refer Page No. 18 TDMA

16. Name a few mobile phone vendors in India

Ans: Refer Page No. 11 Handset Vendors in India

17. What is mobile banking?

Ans: Refer Page No. 20 Popular uses of mobile phones

18. Write about some features of a cell phone.

Ans: Refer Page No. 19 common features of mobile phones





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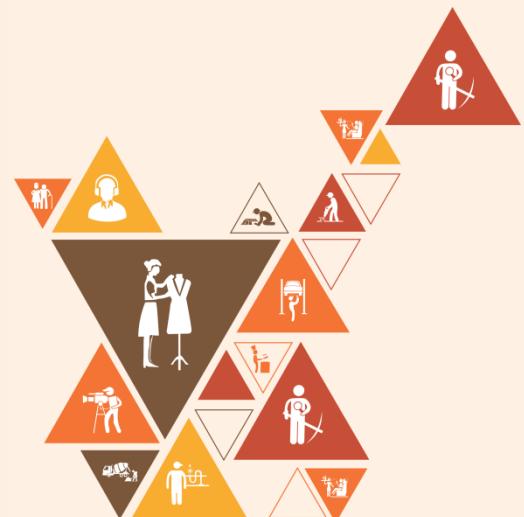
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2. Repairing Handsets

- Unit 2.1 – Prepare for repairing a handset
- Unit 2.2 – Basic electronics of a mobile phone
- Unit 2.3 – Resetting a phone
- Unit 2.4 – Fixing the firmware
- Unit 2.5 – Hardware repair tools
- Unit 2.6 – Basic trouble shooting
- Unit 2.7 – Safety guidelines
- Unit 2.8 – Report and document daily activities



TEL/N2213

Key Learning Outcomes

Key Learning Outcomes



At the end of this module, students will be able to:

1. prepare handsets for repairing
2. Identify and understand the basic electronics of a cell phone
3. Identify the various parts and components that make up a mobile handset
4. Identify and use common handset repair tools
5. Disassemble a mobile phone
6. Troubleshoot a handset for common problems
7. Identify and understand various safety precautions to take while repairing a handset
8. Learn about the radiation safety laws for mobile handsets in India

UNIT 2.1: Prepare for repairing a handset

Unit Objectives



At the end of this unit, students will be able to:

1. Identify the faulty devices
2. Assist your supervisor in analyzing problems reported by the customer team
3. Understand the importance of adhering to the SLA
4. Identify the costs of repair
5. Understand the formation of alternating and direct current

Resources to be Used



- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids, multimedia kit
- Presentation slides

Notes



- In this unit, we will discuss about how to prepare the handset for repairing

Say



- Good morning and welcome back to this training program on Handheld Devices(handset & Tablet)Technician

Ask



- Ask the students if they have ever visited a repair centre for repairing their mobile phones
- what kind of problems they have faced with their phones.

Say

- 
- Tell them that in this chapter they will learn how to prepare for repairing a handset
 - while repairing they have to adhere to the safety guidelines and the standard operating procedure for repairing as per the manufacturer
 - wear safety protective kit while repairing the mobile devices.

Notes for Facilitation

- give the steps for fault rectification to the students.
- first step is to identify the fault in the device and record the information
- follow the standard procedure for fault rectification.
- Adhere to the recommended practices listed by the mobile phone manufacturer for each model.
- Wear ESD wrist straps or aprons and take anti-static precautions before working.
- adhere to standard operating procedures while handling PCB.
- Use the brand's suggested tools for repairing

Elaborate

- Explain to the participants about the SLA(Service Level Agreements)
- Importance of adhering to the SLA's and prioritizing the activities related to delivery timeline
- explain the priority matrix to students
- explain price standardization and the term BER (beyond economic repair)
- importance of recording customer details
- inspect the repair area and keep it clean
- equipment calibration process
- software versions/modules and basic software commands

UNIT 2.2: Basic Electronics of a Mobile Phone

Unit Objectives



At the end of this unit, students will be able to:

1. Identify and classify various electronic components that are used in mobile handsets

Notes



- In this unit, we will discuss about the different components of a mobile handsets

Say



- Good morning and welcome back to this training program on Handheld Devices(handset & Tablet)Technician

Ask



- Ask the students if they can name the different parts of the mobile phone.

Notes for Facilitation



- You could ask the students what they know about the basic electronics of a mobile phone.
- Give students some time to think about the various card level parts and their function.
- Set the context and enquire about the PCB that is there in a mobile phone.
- Give students some time to think about the various types of electric circuit.
- Give students some time to think about the SMD (Surface Mounted Device) resistor, capacitor IC etc., which are mounted.
- Give students time to think about the various circuit symbols, electric power and earthing.

2.2.1: Architecture of a Mobile Handset

Ask



- Ask the students about their understanding of a mobile phone's architecture.
- Ask them to work in their respective teams and identify the various component of a mobile phone.

Say



- Having understood the telecom industry and the handsets, it's time to discuss the architecture of a mobile handset.
- Handset comprises of various components and we will talk about the same.

Do



- Share with the help of the hand book the architecture of a mobile phone.
- Microprocessor, ROM, RAM, digital signal processor, radio module.
- Microphone and speaker, hardware interfaces and LCD display.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the positioning of various parts and sections in detail.
- Refer to the relevant sections on page 24, 25 and 26 of the participant's hand book.
- Conduct a quick quiz in order to test the participants understanding and move on to the next section.

Demonstrate



- Demonstrate the architecture of a mobile set to the students.
- Demonstrate the various components like RAM, ROM digital signal processor, radio module.
- Demonstrate microphone and speaker, hardware interfaces and LCD display.

2.2.2: The PCB

Ask



- Ask the students about what do you understand by PCB in a mobile phone.
- Ask the students what does the word PCB stands for.

Say



- In this session we would learn about the PCB with respect to the mobile phones.
- The word PCB stands for – Printed Circuit Board.

Do



- Share with the help of the hand book the positioning of the various parts and sections of PCB in detail.
- Antenna point and switch.
- Network section and Power Frequency Oscillator (PFO) and network IC.
- Power section and power IC, CPU.
- Flash IC, Logic IC, charging IC and audio IC.
- SMD - Resistor, Capacitor, Coil and Transformer.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the positioning of various parts and sections in detail.
- How each section is connected and how do they get power, etc., in detail.
- Refer to the relevant sections on page 26 and 27 of the participant's hand book.
- Conduct a quick quiz in order to test the participants understanding and move on to the next section.

Demonstrate



- Demonstrate Antenna point and switch.
- Demonstrate power section and power IC, CPU.
- Demonstrate flash IC, logic IC, charging IC and audio IC.
- Demonstrate SMD - Resistor, Capacitor, Coil and Transformer.

2.2.3: Card Level Parts

Ask



- Ask the students about what do you understand by the various card level parts in a mobile.
- Ask the students what are card level parts.

Say



- In this session we would learn about the various card level parts inside the mobile phone.
- The word card level parts include – speaker, microphone, vibrator, etc.

Do



- Share with the participants details about the various card level parts.
- Front fascia, back fascia and internal fascia.
- Ringer or loudspeaker, speaker also called earpiece and microphone.
- Vibrator, Light Emitting Diode (LED), charging connector.
- Headphone or earphone connector, data cable connector, battery and battery connector.
- Memory card connector, camera and camera connector.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the positioning of various parts and sections in detail.
- How each section is connected and how do they get power etc. in detail.
- Refer to page 28-29 of the participant's hand book.
- Conduct a quick quiz to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate front fascia, back fascia and internal fascia.
- Demonstrate ringer or loudspeaker, speaker also called earpiece and microphone.
- Demonstrate vibrator, Light Emitting Diode (LED), charging connector.
- Demonstrate headphone, connector, data cable connector, battery and battery connector.
- Demonstrate memory card connector, camera and camera connector.

2.2.4: The Big Parts and Functions

Ask



- Ask the students about what do you understand by the various big parts in a mobile.
- Ask the students what are the function of big parts.

Say



- In this session we would learn about the various big parts inside the mobile phone.
- In this session we would learn about the functions of the big parts inside the mobile phone.
- We will also learn what happens when these parts become faulty.

Do



- Share with the participants details about the various big parts and their functions and what if they become faulty.
- Antenna Switch is found in the Network Section of a mobile phone. It searches network and passes forward after tuning. Faulty Antenna Switch means no network in the mobile phone.
- P.F.O is found near the Antenna Switch. It filters and amplifies network frequency and selects the home network. Faulty PFO means no network in the mobile phone. If it gets short then the mobile phone will turn dead.
- RF IC / Network IC is found near the PFO and works as transmitter and receiver of audio and radio waves, as per instructions from the CPU. Faulty RF IC means network problem in the mobile phone. Sometimes the mobile phone can even get dead.
- 26 MHz Crystal Oscillator is found near the PFO and creates frequency during outgoing calls. Faulty crystal means no outgoing calls and no network.
- VCO: It is found near the Network IC and sends time, date and voltage to the RF IC and the CPU. Faulty VCO means no network in the mobile phone and it will display "Call End" or "Call Failed".
- RX Filter: It is found in the Network Section of a Mobile Phone and filters frequency during incoming calls. Faulty filter means network problem during incoming calls.
- TX Filter is found in the Network Section of a Mobile Phone and filters frequency during outgoing calls. Faulty filter means network problem during outgoing calls.
- ROM is found in the Power Section of a Mobile Phone and loads current operating program in a Mobile Phone. Faulty ROM means software problem in the mobile phone and it will turn dead.

Do (Cont.)



- RAM is found in the Power Section of a Mobile Phone - sends & receives commands of the operating program in a mobile phone. Faulty RAM means software problem in the mobile phone and it will frequently get hanged or even get dead.
- Flash IC is found in the Power Section of a Mobile Phone. Mobile phone software is installed in the Flash IC. Faulty flash means the mobile phone will malfunction and can turn dead.
- Power IC is found in the Power Section of a Mobile Phone. It takes power from the battery and supplies to all other parts of a mobile phone. Faulty Power IC means then the set will turn dead.
- Charging IC is found in the Power Section near R22. It takes current from the charger and charges the battery. Faulty Charging IC means the set will not get charged, it will even turn dead if the Charging IC is short.
- RTC (Simple Silicon Crystal) - Real Time Clock is found in the Power Section near Power IC. It helps to run date & time in a mobile phone. Faulty RTC means there will be no date or time in the mobile phone and the set can even turn dead.
- CPU is found in the Power Section and controls all sections of a mobile phone. Faulty CPU means the mobile phone will turn dead.
- Logic IC / UI (user interface) IC is found in the power section of a mobile phone & controls the Ringer, Vibrator and LED. Faulty Logic IC means Ringer, Vibrator and LED of mobile phone will malfunction.
- Audio IC is found in Power Section of a mobile phone & controls Speaker and Microphone of a mobile phone. Faulty Audio IC means Speaker and Microphone of a mobile phone will malfunction or can even turn dead.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the positioning of various big parts and their functions in detail.
- What happens when a big part fails?
- Refer to page 30-31 of the participant's hand book.
- Conduct a quick quiz to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate antenna switch and PFO of a mobile.
- Demonstrate network IC and 26 MHz crystal oscillator of a mobile.
- Demonstrate VCO and RX Filter of a mobile.
- Demonstrate TX filter, RAM, ROM and flash IC of a mobile.
- Demonstrate power & charging IC, RTC, CPU and logic & audio IC of a mobile.

2.2.5: The Small Parts and Functions

Ask



- Ask the students about what do you understand by the various card small parts in a mobile.
- Ask the students what are the function of small parts.

Say



- In this session we would learn about the various small parts inside the mobile phone.
- In this session we would learn about the functions of the small parts inside the mobile.

Do



- Share with the participants details about the various small parts and their functions and what if they become faulty.
- Coil is found in any section of a mobile phone - filters & decreases Current, Voltage.
- Boost Coil is a little bigger than coil, its function is to increase current.
- Coupler is found in the Network Section of a Mobile Phone & filters network.
- Non-Electrolytic Capacitor is found in any section of a mobile phone and filters DC current.
- Electrolytic Capacitor is found in any section of a mobile phone & filters and stores current.
- Network Capacitor is found in any section of a mobile phone.
- Rectifier Diode is found in black color and converts AC Current to DC Current.
- LED is found in white or light yellow color and emits light.
- Zener Diode is found in charging section and acts as voltage regulator.
- Photo Diode is used for Infrared.
- Chip Resistance is found in any section of a mobile phone. It decreases current and passes forward.
- Network Resistance can be found in any section of a mobile phone.

Do (Cont.)



- Regulator component is found in any section of a mobile phone. It filters current and regulates voltage.
- Transistor is found in any section of a mobile phone and does the work of switching.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the positioning of various small parts and their functions in detail.
- Refer to page 32-33 of the participant's hand book.
- Conduct a quick quiz to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate Coil, coupler and capacitor of a mobile.
- Demonstrate various diodes and LED of a mobile.
- Demonstrate Resistor of a mobile.
- Demonstrate Regulator and transistor of a mobile.

2.2.6: Electrical Circuits and its Types

Ask



- Ask the students about what are the various electrical power, electrical earthing.
- Ask the students what are the different types of electrical circuits.

Say



- In this session we would learn about electrical circuit.
- In this session we would learn about different types of electrical circuits.

Do



Share with the participants details about the electrical circuits and their types:

- Electrical power.
- Electrical earthing.
- Types of electrical circuits - close circuit, open Circuit, short circuit, series circuit and parallel circuit.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the electrical power & earthing, and also different types of electrical circuits.
- Refer to page 34-35 of the participant's hand book.
- Conduct a quick quiz to test the participants understanding and move to the next section.

2.2.7: Surface Mounted Device - Resistor

Ask



- Ask the students about what do you understand by SMD.
- Ask the students what are the different types of SMD device - resistor.

Say



- In this session we would learn about SMDs.
- In this session we would learn about different types of SMD device - resistor.

Do



- Share with the participants details about the SMD resistor.
- It is the obstruction created by any matter in the flow of electric current.
- Unit of resistance is Ohm and the unit of power rating is Watt.
- Share a few important things about resistor like – a resistor never gets short, it can be open.
- Also share that the value of resistor can be high and is available mostly without code in mobile phones). R and E denotes Ohms.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss SMD resistors.
- Refer to page 36 of the participant's hand book.
- Conduct a quick quiz to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate SMD resistors.
- Demonstrate different types of SMD resistors that are used in mobile phones.

2.2.7.1: Resistor Rating

Ask



- Ask the students about what do you understand by the rating of a resistor.
- Ask the students what are the ways of rating a resistor.

Say



- In this session we would learn about how the resistor ratings are marked and interpreted.
- In this session we would learn about different standard practices used for the purpose.

Do



- Share with the participants details about the marking and interpretation of ratings.
- < 1000 ohms or 1K with an "R" indicates a decimal point - "R".
- Resistors have a three-digit code marked, the first two digits represent two significant digits value and the third digit represents power of 10.
- "000" and "0000" sometimes appear as values on surface-mount zero-ohm links.
- Resistances less than 100 ohms are written: 100, 220, 470. The final zero represents ten to the power zero.
- Resistances < 10 ohms have 'R' to indicate decimal point's position.
- Precision resistors are marked with a four-digit code, in which the first three digits are the significant figures and fourth is the power of 10.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss how the resistor ratings are marked interpreted.
- Refer to page 37 of the participant's hand book.
- Conduct a quick quiz to test the participants understanding and move to the next section.

2.2.8: Surface Mounted Device - Capacitor

Ask



- Ask the students about what do you understand by SMD.
- Ask the students what are the different types of SMD device - capacitor.

Say



- In this session we would learn about SMDs.
- In this session we would learn about different types of SMD device - capacitor.

Do



- Share with the participants details about the SMD capacitor.
- A capacitor is an electronic component made up of an insulator between two conductors.
- Its main function is to store electrical energy and resupply, its unit is 'farad'.
- Types of capacitors – polarized, non-polarized and their respective characteristics.
- The use of polarized, non-polarized capacitors.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss SMD capacitors.
- Refer to page 38 of the participant's hand book.
- Conduct a quick quiz to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate SMD resistors.
- Demonstrate different types of SMD resistors that are used in mobile phones.

2.2.9: Surface Mounted Device – Integrated Circuit

Ask



- Ask the students about what do you understand by SMD.
- Ask the students what are the different types of SMD device – ICs (Integrated Circuits).

Say



- In this session we would learn about SMDs – ICs (Integrated Circuits).
- In this session we would learn about different types of SMD device – ICs (Integrated Circuits).

Do



- Share with the participants details about the SMD ICs (Integrated Circuits).
- An IC is an electronic component made up of combination of several other electronic components like resistor, capacitor, transistor, etc.
- Types of capacitors – leg types and ball types.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss SMD ICs (Integrated Circuits).
- Share the methodology of counting of leg type IC and counting of ball type IC.
- Refer to page 39 of the participant's hand book.
- Conduct a quick quiz to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate SMD ICs (Integrated Circuits).
- Demonstrate different types of SMD ICs (Integrated Circuits) that are used in mobile phones.
- Demonstrate to the participants the counting of leg type IC and Ball type IC.

2.2.10: Surface Mounted Device - Filters

Ask



- Ask the students about what do you understand by SMD – Filters.
- Ask the students what are the different types of SMD device - Filters.

Say



- In this session we would learn about SMDs - Filters.
- In this session we would learn about different types of SMD device - Filters.

Do



- Share with the participants details about the SMD Filters.
- Filters are analogue circuits which perform signal processing functions, specifically to remove unwanted frequency components from the signal, to enhance wanted ones, or both.
- There are various types of filters – low pass, high pass, band pass and band stop filters.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss SMD filters.
- Discuss with the participants the different types of filters.
- Refer to page 40 of the participant's hand book.
- Conduct a quick quiz to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate SMD Filters.
- Demonstrate different types of SMD Filters that are used in mobile phones.

2.2.11: Identifying Circuit Symbols

Ask



- Ask the students about what do you understand by circuit symbols.
- Ask the students what are the different types of circuit symbols.

Say



- In this session we would learn about common circuit symbols.

Do



- Share with the participants details about the common circuit symbols.
- Share symbols such as diode, capacitor, inductor, resistor, AC or DC voltage source.
- Share symbols such as AND gate, NAND gate, OR gate, NOR gate, XOR gate, inverter gate.
- Share about coil, crystal, LED, transistor, fuse, regulator.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss common circuit symbols.
- Discuss with the participants the different types of circuit symbols.
- Refer to page 41 of the participant's hand book.
- Conduct a quick quiz to test the participants understanding and move to the next section.

2.2.12: Electrical Power and Earthing

Ask



- Ask the students about what do you understand by electrical power.
- Ask the students, what do you understand by earthing.

Say



- In this session we would learn about electrical power.
- In this session we would learn about earthing.

Do



- Share with the participants, details about the electrical power that it is a function of voltage multiplied by current.
- In three pin plug two pins are used for phase and neutral, the third central pin is used for earthing. Earthing pin is fitted to the upper part of the device and sends current leakage into the earth, unwanted frequency components from the signal, to enhance wanted ones, or both.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss electrical power and earthing.
- Discuss with the participants the use of earth pin.
- Refer to page 42 of the participant's hand book.
- Conduct a quick quiz to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate a three pin plug and the earth-pin.
- Demonstrate the movement of electrical meter (both analogue and digital) to ensure understanding of electrical power.

UNIT 2.3: Resetting a phone

Unit Objectives



At the end of this unit, students will be able to:

1. reset a phone to its original factory settings
2. download apps and set-up email accounts on a handset

Resources to be Used



- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids, multimedia kit
- Presentation slides

Notes



- In this unit, we will discuss about how to reset a phone to its original factory settings and also download apps and set up e-mail accounts

Say



- Good morning and welcome back to this training program on Handheld Devices(handset & Tablet)Technician

Ask



- Ask the students if they have ever restored the phone to factory settings
- what kind of apps they have downloaded in their android or iOS phones.
- Are they accessing their mails using their handset, if yes, then how? what software they are using

Say

- Tell them that in this chapter they will learn the need for resetting a phone and how to restore the factory settings.
- tell them that they will also learn from where and how to download apps safely and install them in their handsets

Notes for Facilitation

- Elaborate the need for resetting a phone.
- explain what will happen to the data, and the apps when the phone is restored to its factory settings.
- give them the steps for resetting different phones like apple, android phones, blackberry phones and windows phones.
- explain what are mobile apps, and from where they can download the apps which they need, as the different phones use different locations to access the apps. like android phones can download from google playstore and apple phones from appletore etc.
- Explain some are free apps and some are paid apps.

Elaborate

- You may need to reset cell phone to correct malfunctions e.g., freezing, slowness, etc., to restore the phone to its original state.
- Steps for resetting a mobile will vary based on the make and model of the mobile.
- All personal data will invariably be removed if a mobile is reset.
- It will restore the phone back to its original factory settings, and the phone will be in a state like how it was when they bought the new phone.
- once the handset is restored to factory settings all the apps will get removed.
- or when you purchase a new phone, you may need these apps. Hence they are downloaded from google play store(for android phones) and appletore(for apple phones) as the case may be.
- explain the steps for downloading apps and creating their login credentials with an easy to remember password

UNIT 2.4: Fixing the firmware

Unit Objectives



At the end of this unit, students will be able to:

1. Outline and explain the role of firmware in a handset
2. Demonstrate the steps to install a new firmware

Resources to be Used



- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids, multimedia kit
- Presentation slides

Notes



- In this unit, we will discuss about what is a firmware, how is it important for a handset functioning and how to install the same.

Say



- Good morning and welcome back to this training program on Handheld Devices(handset & Tablet)Technician

Ask



- Ask the students if they have ever heard about the files in ROM of a laptop/desktop computer.
- ask them what they think is making the programs work in a laptop/desktop or a handset?

Say



- Tell them that firmware is Firmware is a software that controls individual parts of the phone.
- Each mobile phones has a unique firmware version and a specific software is used to access it
- Firmware reside in the RoM of a handset (i.e read only memory)
- it requires a technical skills to remove or install the software programs installed in a RoM

Notes for Facilitation



- Explain the firmware, software, RoM and RAM.
- Explain the phone software is useless without the firmware
- the process of installing a firmware is called flashing
- give them a demo of how to install the firmware

Elaborate



- every handset requires the firmware for smoothly running the hardware and software of the handset
- explain what is firmware, and show them the demo of installing it
- steps to flash a mobile phone

UNIT 2.5: Hardware Repair Tools

Unit Objectives



At the end of this unit, students will be able to:

1. Use common tools to repair mobile handsets

Notes for Facilitation



- You could ask the students what they know about the basic tools to repair a mobile phone.
- Give students some time to think about the various tools and their function.
- Set the context and at the same time ask the students to prepare a list of tools.

2.5.1: List of Common Repair Tools

Ask



- Ask the students about their understanding of tools that are used to repair a mobile phone.
- Ask them to work in their respective teams and identify the various and their respective functions in repairing a mobile phone.

Say



- Having understood the telecom industry, handsets, and the architecture of a mobile handset let us identify and list the tools used and their respective purpose.

Do



- Share with the help of the hand book the tools used in repairing of a mobile phone.
- Soldering Iron, Soldering Station, Solder Wire.
- PCB Cleaner, Jumper Wire, Blade Cutter, Point Cutter, Nose Cutter.
- Precision screwdriver, Tweezers, Brush, Multi-meter, Battery Booster, Ultrasonic Cleaner.
- Magnifying Lamp, Mobile Opener, DC Power Supply, Liquid Flux & Paste Flux, Solder Paste.
- Cleaning Sponge, De-soldering Wire, Screwdriver Kit, LCD Tester, Microscope, Test JIG Box.
- Wrist Strap, antistatic Hand Gloves, Antistatic Mat & Apron, Smoke Absorber, Battery tester.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the various tools and their use in detail.
- Refer to page 43 of the hand book.
- Conduct a quiz in order to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate the various tools to the students.
- Demonstrate their use and explain their purpose.
- Also ask the students to demonstrate the appropriate use of tools in groups.

2.5.2: Soldering Iron

Ask



- Ask the students about their understanding of the tool- soldering iron.
- Ask them to work in their respective teams and identify the use of a soldering iron.

Say



- Having understood the various tools let us identify a soldering iron along with its purpose.

Do



- Share with the help of the hand book the tool - soldering iron.
- Also share with the students the purpose of a soldering iron.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the positioning of various tools and discuss their use in detail.
- Refer to page 44 of the hand book.
- Conduct a quiz in order to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate soldering iron to the students.
- Demonstrate its use and explain their purpose.
- Also ask the students to demonstrate the appropriate use of a soldering iron.

2.5.4.1: Soldering

Do



- Welcome and greet the participants. Revise the learning of the previous sessions and ask them if they have any doubts.

Say



- Having understood soldering iron and its purpose let us see how soldering is performed.
- Also let us see the use of soldering while repairing a mobile phone.

Do



- Soldering is a process in which two or more metal items are joined together.
- Joining happens by melting and flowing a filler metal into the joint.
- The filler metal has a relatively lower melting point and helps in joining the two together.

Demonstrate



- Demonstrate the benefits of soldering to the students.
- Demonstrate to the students the five steps of soldering.
- Share with the students the basic precautions while performing soldering.

Steps: Soldering



STEP 1— Clean the soldering iron tip, till it shines by melting solder on it and wiping it off with the damp sponge.

STEP 2— Touch the tip of the soldering iron to the connection to be soldered for a few seconds to heat it up. Make sure the iron touches both the connector pin and the circuit board trace.

STEP 3— Touch the solder wire to the heated connection and allow it to flow onto it. Do not touch the solder directly to the soldering iron itself.

STEP 4— Let the connection cool. Blow on it to cool it faster.

STEP 5— Clean any excess flux or residue from the solder joint with the non-metallic brush solvent.

Summarise



- Refer to page 81 of the hand book.

2.5.4.2: De-Soldering

Do



- Welcome and greet the participants. Revise the learning of the previous sessions and ask them if they have any doubts.

Say



- Having understood soldering and its purpose let us see how de-soldering is performed.
- Also let us see the use of de-soldering while repairing a mobile phone.

Do

- De-soldering is the removal of solder and components from a printed circuit board.
- De-soldering is often performed for troubleshooting and replacement.

Demonstrate

- Demonstrate the benefits of de-soldering to the students.
- Demonstrate to the students the steps of de-soldering.
- Share with the students the basic precautions while performing de-soldering.

Steps: De-Soldering

STEP 1— Use a solder wick (finely braided copper) to wick away excess solder from a de-soldered connection.

STEP 2— Apply the solder wick and use the soldering iron to the de-soldered connection. The solder wick will draw the excess solder off the PCB pad.

Summarise

- Refer to page 82 of the hand book.

2.5.5: Access, Cutting and Cleaning Tools

Ask



- Ask the students about their understanding of the access, cutting and cleaning tools.
- Ask them to work in their respective teams and identify the use of these tools.

Say



- Having understood the previous section let's now understand access, cutting and cleaning tools.

Do



- Share with the help of the hand book access, cutting and cleaning tools.
- PCB holder.
- Blade cutter, point cutter and nose cutter.
- Precision screw driver, tweezers and brush.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the access, cutting and cleaning tools and discuss their use in detail.
- Refer to page 46-47 of the hand book.
- Conduct a quiz in order to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate access, cutting and cleaning tools to the students.
- Demonstrate its use and explain their purpose.
- Also ask the students to demonstrate the appropriate use of these tools.

2.5.6: Multi-Meter

Ask



- Ask the students about their understanding of the multi-meter.
- Ask them to work in their respective teams and identify the use of multi-meter.

Say



- Having understood the previous section let's now understand multi-meter.

Do



- Share with the help of the hand book multi-meter.
- Multimeter is a device with the ability to measure voltage, current and resistance.
- It is used to test and check readings of various parts and components of a cell phone.
- A multimeter whether digital or analog has two wires (also called probes).
- In electronics, always red is positive and black is negative.
- Precautions while using a multi-meter.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the multi-meter and its use in detail.
- Refer to page 48 of the hand book.
- Conduct a quiz in order to test the participants understanding and move to the next section.

Demonstrate

- Demonstrate multi-meter to the students.
- Demonstrate its use and explain their purpose.
- Also ask the students to demonstrate the appropriate use of multi-meter Also ask the students to demonstrate the appropriate use of these tools.

2.5.6.1: How to Check Battery with a Multimetre?**Do**

- Welcome and greet the participants. Revise the learning of the previous session and ask them if they have any doubts.

Say

- Having understood multimeter and its purpose.
- Also let us see the use of mutimeter in checking the battery of a mobile phone.

Demonstrate

- Demonstrate to the students the steps of checking a battery.
- Demonstrate to students in case the phone is not powering on or the battery drains quickly.
- Share with the students the basic while performing checking the battery of mobile phones.

Steps: Checking Battery with a Multi-Meter



STEP 1— Switch off the cell phone and remove the battery.

STEP 2— Read the label of the battery for its given voltage. Most cell phone batteries and tablets are of either 3.7V or 3.8V.

STEP 3— Place the battery such that its terminals face you.

STEP 4— Put the multi-meter on DC Volt setting. Keep the setting on the number above the actual voltage of the battery.

STEP 5— Touch the tip of the red probe of the multi-meter on the terminal of the battery named '+' and touch the tip of the black probe on the terminal named '-'

STEP 6— Keep touching the probes touched until you see a stable reading on the multi-meter display. And check the reading to diagnose the problem whether the battery is drained, faulty or charged.

Summarise



- Refer to page 86 of the hand book.

2.5.6.2: How to Measure DC Current with a Multimetre?

Do



- Welcome and greet the participants. Revise the learning of the previous session and ask them if they have any doubts.

Say



- Having understood multimeter and its purpose.
- Also let us see the use of multimeter in measuring DC current.

Demonstrate

- Demonstrate to the students the steps of measuring a DC current with the help of a multi-meter.
- Share with the students the basic while performing measuring the DC current in mobile phones.

Steps: Measuring DC Current with a Multi-Meter

- STEP 1**—Fit BLACK probe in COM and RED probe in mA/A plug.
- STEP 2**—Select current position in DCA range by rotary selector switch.
- STEP 3**—Switch OFF the power supply of the circuit.
- STEP 4**—Connect the probe of the meter with the circuit in series.
- STEP 5**—Switch ON the power supply of the circuit and read the ampere value on the display.

Summarise

- Refer to page 87 of the hand book.

2.5.6.3: How to Check Shorting with a Multimetre?**Do**

- Welcome and greet the participants. Revise the learning of the previous session and ask them if they have any doubts.

Say

- Having understood multimeter and its purpose.
- Also let us see the use of multimeter in order to check shorting in a mobile phone.

Demonstrate

- Demonstrate to the students the steps to check shorting with the help of a multi-meter in case the mobile phone is dead.
- Share with the students the basics in order to check shorting in mobile phones.

Steps: Check Shorting with a Multi-Meter

- STEP 1**—Keep the multimeter on continuity setting (also called diode setting).
- STEP 2**—Identify the positive and negative terminals of the battery connector.
- STEP 3**—Touch the red probe (+) of the multimeter on the GND pin and black probe (-) on vBat pin.
- STEP 4**—If you see any reading on the multimeter or hear a continuous beep sound, then the motherboard is short i.e., your mobile phone is short. If there is no reading or no continuous beep sound, the board is not short.

Summarise

- Refer to page 88 of the hand book.

2.5.6.4: How to Check Ringer with a Multimetre?**Do**

- Welcome and greet the participants. Revise the learning of the previous session and ask them if they have any doubts.

Say

- Having understood multimeter and its purpose, let us see the use of mutimeter in order to check ringer in a mobile phone.

Demonstrate

- Demonstrate to the students the steps to check ringer with the help of a multi-meter.
- Share with the students the basics in order to check ringer in mobile phones.

Steps: Check Ringing with a Multi-Meter

STEP 1— Switch off the phone and dismantle it.

STEP 2— Remove the ringer.

STEP 3— Keep the multimeter on continuity setting.

STEP 4— Touch the tip of the 2 probes of the multimeter (the red and the black wires) to the 2 terminals (pins) of the ringer. If you hear a beep sound, ringer is good. In case you are unable to hear any beep sound, then the ringer is faulty.

Summarise

- Refer to page 89 of the hand book.

2.5.6.5: How to Check Microphone with a Multimeter?**Do**

- Welcome and greet the participants. Revise the learning of the previous session and ask them if they have any doubts.

Say

- Having understood multimeter and its purpose.
- Also let us see the use of multimeter in order to check microphone in a mobile phone.

Demonstrate

- Demonstrate to the students the steps to check the microphone with the help of a multi-meter.
- Share with the students the basics in order to check microphone in mobile phones, in case the while talking on mobile phone the other party is unable to your voice.

Steps: Check Microphone with a Multi-Meter

STEP 1— Switch off the phone and dismantle it.

STEP 2— Remove the microphone.

STEP 4— Keep the multimeter on resistance setting (indicated by Ω). Choose 20K or 20K Ω setting.

STEP 5— Touch the tip of the 2 probes of the multimeter (the red and the black wires) to the 2 terminals (pins) of the microphone. Now move your mouth close to the microphone and blow air into its hole. If the reading on the screen increases rapidly, the microphone is good. If the reading is still 1, the microphone is faulty.

Summarise

- Refer to page 89 of the hand book.

2.5.6.6: How to Measure Frequency & Logic with a Multimeter?**Do**

- Welcome and greet the participants. Revise the learning of the previous session and ask them if they have any doubts.

Say

- Having understood multimeter and its purpose.
- Also let us see the use of multimeter in order to measure frequency and logic in a mobile phone.

Demonstrate

- Demonstrate to the students the steps to measure frequency and logic with the help of a multimeter.
- Share with the students the basics in order to check frequency and logic.

Steps: Check Frequency with a Multi-Meter

STEP 1—Fit the BLACK probe in COMMON plug and RED probe in V plug.

STEP 2—Select KHz range by rotary selector switch.

STEP 3—Touch the point with the probe where frequency is to be checked.

STEP 4—Read the value on the display.

Steps: Check Logic with a Multi-Meter

STEP 1—Fit the BLACK probe in COMMON plug and RED probe in V plug.

STEP 2—Select logic range by rotary selector switch.

STEP 3—Place the BLACK probe on the ground terminal of the circuit and RED probe at the testing point.

STEP 4—High for logic 1, low for logic 0 and pulse reading, will be displayed.

Summarise

Refer to page 90 of the hand book.

2.5.7: How to Work with a Hot Air Rework Station?

Do



- Welcome and greet the participants. Revise the learning of the previous session and ask them if they have any doubts.

Say



- Having understood hot air rework station and its purpose.
- Also let us see the use of hot air rework station.

Demonstrate



- Demonstrate to the students the steps to work with a hot air work station.
- Share with the students the basics in order to work with a hot air work station.

Steps: How to Work With a Hot Air Rework Station



STEP 1— Set the temperature and air flow at the required setting.

STEP 2— Identify the faulty IC and gradually give hot air to it.

STEP 3— When the solder paste melts; remove the faulty IC using a tweezer or IC pick up tool.

Clean the track properly.

STEP 4— Dispense fresh solder paste on the track and place the new IC.

STEP 5— Give heat starting from some height & gradually decreasing the height of the hand piece of the hot air blower.

STEP 6— When the solder melts, remove blower, new IC is soldered.

Summarise



- Refer to page 91 of the hand book.

2.5.8: Other Tools

Ask



- Ask the students about their understanding of other tools required to repair a mobile phone.
- Ask them to work in their respective teams and identify other tools and their respective use.

Say



- Having understood the previous section let's now understand other tools required to repair a mobile phone.

Do



- Share with the help of the hand book other tools.
- Battery Booster is used to boost the power of battery of a mobile phone.
- Battery tester is used to test and analyze status or condition of battery of a mobile cell phone.
- Ultrasonic Cleaner is used to clean PCB of a mobile phone and electronic components.
- Ultrasonic Cleaner is used to clean PCB of a mobile phone and electronic components.
- DC Power Supply is regulated DC (Direct Current) power supply is used to supply DC current to a mobile phone.
- Microscope is used to see a magnified view of PCB or electronic components. These are available in different zoom options.
- Liquid Flux is used to clean PCB track and legs or pins of electronic components while soldering.
- Paste Flux is used while soldering.
- Solder Paste is solder in melted semi-solid form and is used while re-ball the ICs.
- De-soldering Wire is used to remove excess solder from the track of PCB.
- Screwdriver Kit has several screwdrivers of different shapes and sizes to disassemble and assemble a mobile phone.
- Wrist Strap works in the wrist of the person who is repairing a mobile phone and helps in discharging electrostatic current.
- Torque screw driver.
- Cleaning Sponge is used to clean tip of the soldering iron while soldering.
- Antistatic Hand Gloves are important to wear as they are ESD-safe and avoid a lot of damages.
- Mobile Opener is used to open the housing or body of a mobile phone.
- Antistatic Mat is laid or placed on the table or workbench where mobile repairing is done.

Do (Cont.)



- Antistatic Apron is a dress worn by people who repair mobile phones. Like the antistatic mat, it helps saves the mobile handsets from dangerous static electricity.
- Smoke Absorber is like an exhaust fan that helps to filter smoke.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss other tools and their respective use in detail.
- Refer to page 63 - 67 of the hand book.
- Conduct a quiz in order to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate the various tools to the students.
- Demonstrate its use and explain their purpose.
- Also ask the students to demonstrate the appropriate use these 'other tools'.

2.5.9: Concepts of Embedded Multimedia Card (EMMC) chip off, Re-ball and Soldering

Do



- Welcome and greet the participants. Revise the learning of the previous session and ask them if they have any doubts.

Say



- Having understood about the various other tools, lets learn about the concepts of Embedded Multimedia Card(EMMC) chip off, Re-ball and Soldering

Elaborate



Embedded Multimedia Card, sometimes known as eMMC, is a type of flash memory used by mobile applications.

Flash memory is almost often used to store content in embedded applications such as digital cameras, smartphones, and tablets nowadays.

The non-volatile storage found in smartphones, tablets, and mini PCs is called eMMC. Usually, it might be 8 GB, 16 GB, 32 GB, or even 64 GB.

Summarise



- Refer to page 96 of the hand book.

UNIT 2.6: Basic Troubleshooting

Unit Objectives



At the end of this unit, students will be able to:

1. Disassemble a mobile phone using the common hardware repair tools
2. Identify and fix common handset problems

Notes for Facilitation



- You could ask the students what they know about the basic trouble shooting of a mobile phone.
- Give students some time to think about basic trouble shooting.
- Set the context and at the same time ask the students to prepare for the same.

2.6.1: Dis-Assembling a Mobile Phone

Do



- Welcome and greet the participants. Revise the learning of the previous session and ask them if they have any doubts.

Say



- In the previous session we learnt about the various tools required to repair a mobile phone.
- In this session we will learn the dis-assembling of a mobile phone.

Demonstrate



- Demonstrate to the students the steps to dis-assemble a mobile phone.
- Share with the students that the process of taking a cell phone apart is basically the same but can vary slightly depending on the type and model of phone that you have.
- Tools required for the purpose are a screw driver and a mobile opener.

Steps: How to Dis-assemble a Mobile Phone?



- STEP 1**— Remove your back cover (using a mobile opener tool), battery, sim and memory card.
- STEP 2**— Try the battery compartment off. The volume and camera buttons will also come loose.
- STEP 3**— The micro switches for the lock button and volume button are to be carefully peeled away from the side of the phone, but still attached to the circuit board.
- STEP 4**— Pull the circuit board towards you and lever up and remove the ribbon connector
- STEP 5**— Detach the ribbons, just lever each one up to unplug.
- STEP 6**— Lift the circuit board away from the phone, another ribbon connector (green circle) will disconnect as you remove the circuit board. Now remove the respective screws, antenna.
- STEP 7**— Carefully peel the identification sticker off and push your screwdriver to release the keypad.
- STEP 8**— Just flick the black latch up, opposite to the side the ribbon enters its socket. The ribbon will now be loose. Now pull the front cover so that the front cover separates from the black metal plate.
- STEP 9**— Now slide a sharp mobile opener tool all the way under the LCD screen to release it. Pull the circuit board towards you and lever up and remove the ribbon connector.
- STEP 10**— De You should now have the LCD screen removed. Reverse the whole process to assemble the phone back to its original state.

Summarise



- Refer to page 96-103 of the hand book.

2.6.2: Solutions to Battery Related Problem

Do



- Welcome and greet the participants. Revise the learning of the previous session and ask them if they have any doubts.

Say



- In the previous session we learnt to dis-assemble a mobile phone.
- In this session we will learn the solutions to battery related problem.

Demonstrate



- Demonstrate to the students the solutions to battery related problems.
- Share with the students solutions can be tried in case of low battery, battery drains fast, low battery back-up or battery not charging.

Steps: Solutions to Battery Related Problem



STEP 1— Check the battery connector and charger plug to see if there is any problem.

STEP 2— Check if there is any dust or corrosion in the connector or any broken pin. Clean the points using cleaning swabs.

STEP 3— Check the interface connector to see if there is any dust. If dust present, clean or replace the interface connector.

STEP 4— If the battery problem is not solved then upgrade the software or operating system to latest version.

STEP 5— If the problem remains then check the current consumption of mobile phone.

STEP 6— Check for any short-circuit.

STEP 7— If there is serious problem at the board level then it is better to replace the whole logic board of the mobile phone.

Summarise



- above were the steps for rectifying battery related problems.
- Refer to page 104 of the hand book for more detail.

2.6.3: Solutions to Network Not Working

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to battery related problems.
- In this session we will learn the solutions to network not working.

Demonstrate



- Demonstrate to the students the solutions to network not working.
- Share with the student solutions can be tried in case, there is no network in the mobile phone, less or weak network signal or the signal is intermittent.

Steps: Solutions to Network Not Working



STEP 1— Manually search for the network. If the ‘no network problem’ persists, then there is a problem with the antenna switch. Repair or replace it.

STEP 2— If the network resumes after manual search but the home network cannot be selected, then there is a problem with the PFO. Repair or change the PFO.

STEP 3— If the network gets disconnected during phone calls then you should repair or change the network IC.

STEP 4— Clean the antenna tips and point

STEP 5— If the network problem persists, heat or change the 26MHz crystal oscillator.

STEP 6— If the problem is still not solved then heat or change the antenna switch. You can also jumper if the antenna switch is not available.

STEP 7— Heat, change or jumper the PFO if the problem still persists.

STEP 8 - Heat, re-ball or change the network IC.

STEP 9 – Heat, re-ball or change the power IC.

STEP 10 - Heat, re-ball or change the CPU.

Summarise



- above were the steps for rectifying network related problems.
- Refer to page 105 of the hand book for more detail.

2.6.4: Solutions to Network Signals and Call Drops

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to network not working.
- In this session we will learn the solutions to network signals and call drops.

Demonstrate



- Demonstrate to the students the solutions to network not working.
- Share with the student solutions that can be tried, in case the mobile phone is having network related problem or call drops.

Steps: Solution to Network signal or call drop



STEP 1— Check the SIM Card. Insert the SIM card in other mobile phone and see if the network problem or the call drop problem persists.

STEP 2— Alternatively; try to insert another SIM card inside the mobile phone that has the network problem.

STEP 3— If the problem is caused by the SIM card, then you should change or replace it.

STEP 4— If the problem is still not resolved then upgrade the operating system to the latest version.

STEP 5— If the problem is not solved then the mobile phone is to be changed.

Summarise



- Refer to page 106 of the hand book for more details on Network signal/ call drop

2.6.5: Solutions to Mobile Phone Overheating

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to network signals and call drops.
- In this session we will learn the solutions to mobile phone overheating.

Demonstrate



- Demonstrate to the students the solutions to mobile phone overheating.
- Share with the student solutions that can be tried, in case the mobile phone overheats either inside or outside the body.

Steps: Solutions to Mobile Overheating Problems



STEP 1- If the software troubleshooting fails to resolve the issue then there is some internal hardware problem. Change the PCB or logic-board to solve the heating problem.

Summarise



- Refer to page 106 of the hand book for more details on Mobile Overheating problems

2.6.6: Solutions to Earpiece Problem

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to mobile phone overheating.
- In this session we will learn the solutions to mobile earpiece problems.

Demonstrate



- Demonstrate to the students the solutions to mobile phone earpiece problems.
- Share with the student solutions that can be tried in case, of no sound during the phone call, low sound during the call or if sound has interruptions.

Steps: Solutions to Mobile Overheating Problems



STEP 1— Check the speaker volume during a phone call.

STEP 2— If speaker volume is fine and then check the earpiece by keeping the multi-meter in buzzer mode. The value must be between 25~35 Ohm. If the value is not between 25~35 Ohm then, change the earpiece.

STEP 3— If the problem remains then check the circuit track of the earpiece section. Do jumper wherever required.

STEP 4— If the problem persists heat, reball or change the UEM/Audio IC.

STEP 5— If the problem is still not solved then heat, reball or change the CPU.

Summarise



- Refer to page 107 of the hand book.

2.6.7: Solutions to Ringer Problem

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to mobile earpiece problems.
- In this session we will learn the solutions to mobile ringer problems.

Demonstrate



- Demonstrate to the students the solutions to mobile phone ringer problems.
- Share with the student solutions that can be tried in case, ringer is not working, low sound from the ringer, sound has interruptions or sound is not clear.

Steps: Solutions to Mobile Overheating Problems



STEP 1— Check the ringer settings in the mobile phone. Check Ringer volume and silent mode. Adjust or change the volume and /or mode if required.

STEP 2— If the problem is not solved then open the mobile phone and clean the ringer point and ringer connector.

STEP 3— If the problem is not solved then check the ringer by keeping the multimeter in buzzer mode. The value must be between 8 ~ 10 Ohm. If the value is not between 8~10 Ohm then, change the ringer.

STEP 4— If the problem is not solved then check the track of ringer section. Do jumper wherever required.

STEP 5— If the problem is not solved then check the ringer IC. Heat or change the IC.

STEP 6— If the problem is not solved then heat, reball or change the UEM / Logic IC. 7. If the problem is still not solved then heat, reball or change the CPU.

Summarise



- Refer to page 108 of the hand book.

2.6.8: Solutions to Vibrator Problem

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to mobile ringer problems.
- In this session we will learn the solutions to mobile vibrator problems.

Demonstrate



- Demonstrate to the students the solutions to mobile phone vibrator problems.
- Share with the student solutions that can be tried in case, vibrator is not working, vibrator hangs, if vibrator has interruptions.

Steps: Solutions to Mobile Overheating Problems



- STEP 1**— Check the Vibrator settings in the mobile phone. Check if the Vibrator is ON or OFF.
- STEP 2**— If the problem is not solved then open the mobile cell phone and clean the vibrator tips and connector.
- STEP 3**— If the problem is not solved then check the vibrator with the multimeter in buzzer mode. The value must be between 8~16 Ohm. If the value is not between 8~16 Ohm then change the Vibrator or Motor.
- STEP 4**— If the problem is not solved then check the track of the vibrator section. Do jumper wherever required.
- STEP 5**— If the problem is not solved then heat, reball or change the UEM/Logic IC /Power IC.
- STEP 6**— If the problem is still not solved then heat, reball or change the CPU.

Summarise



- Refer to page 109 of the hand book.

2.6.9: Solutions to Microphone Problem

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to vibrator problems.
- In this session we will learn the solutions to mobile microphone problems.

Demonstrate



- Demonstrate to the students the solutions to mobile microphone problems.
- Share with the student solutions that can be tried in case there is low sound during calls, sound has interruptions, change in sound.

Steps: Solutions to Mobile Overheating Problems



- STEP 1**— Check the Vibrator settings in the mobile phone. Check if the Vibrator is ON or OFF.
- STEP 2**— If the problem is not solved then open the mobile cell phone and clean the vibrator tips and connector.
- STEP 3**— If the problem is not solved then check the vibrator with the multimeter in buzzer mode. The value must be between 8~16 Ohm. If the value is not between 8~16 Ohm then change the Vibrator or Motor.
- STEP 4**— If the problem is not solved then check the track of the vibrator section. Do jumper wherever required.
- STEP 5**— If the problem is not solved then heat, reball or change the UEM/Logic IC /Power IC.
- STEP 6**— If the problem is still not solved then heat, reball or change the CPU.

Summarise



- Refer to page 110 of the hand book.

2.6.10: Solutions to Mobile Phone Display Problem

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to microphone problems.
- In this session we will learn the solutions to mobile phone display problems.

Demonstrate



- Demonstrate to the students the solutions to mobile phone display problems.
- Share with the student solutions that can be tried in case display is blank or white or not working properly, only half the display works, display is inverted, display is broken, when the mobile phone is switched on the logo appears and then the display is blank.

Steps: Solutions to Display Problem



- STEP 1—Clean the display tips and display connector.
- STEP 2—Resold the display connector.
- STEP 3—Change the display.
- STEP 4—Check the display track.
- STEP 5—Resolder or change the display IC.
- STEP 6—Heat, reball or change the CPU.

Summarise



- Refer to page 111 of the hand book.

2.6.11: Solutions to LED Problem

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to display problems.
- In this session we will learn the solutions to mobile phone LED problems.

Demonstrate



- Demonstrate to the students the solutions to mobile phone LED problems.
- Share with the student solutions that can be tried in case of no light, light only in keypad or display, some lights are not working.

Steps: Solutions to Display Problem



- STEP 1—check the light settings.
- STEP 2—If the settings are normal then resolder all the LED.
- STEP 3—If the problem is not solved then change the display or the screen.
- STEP 4—Check all the LEDs with the multimeter on buzzer mode. If the LED is good then it will glow. If the LED is faulty then it will not glow.
- STEP 5—Change the LED or jumper if required.
- STEP 6—If the problem is not solved then check the Track of the light section of the PCB and jumper if required.
- STEP 7—Next check the boosting coil and change if required.
- STEP 8—If the problem is not solved then heat or change the Light IC.
- STEP 9—If the problem is still not solved then heat, reball or change the Power IC.

Summarise



- Refer to page 112 of the hand book.

2.6.12: Solutions to Touch Screen Problem

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to LED problems.
- In this session we will learn the solutions to mobile phone touch screens problems.

Demonstrate



- Demonstrate to the students the solutions to mobile phone touch screen problems.
- Share with the student solutions that can be tried in case touch screen not working, only half of the touch screen is working, one key is pressed and the other key works.

Steps: Solutions to Touch Screen Problem



- STEP 1— Check the settings if the mobile phone has both a keypad and a touch screen.
- STEP 2— Clean and resold the PDA Tips and PDA connector.
- STEP 3— Change the PDA.
- STEP 4— Check the Track of the PDA section and jumper if required.
- STEP 5— Heat or change the PDA IC.
- STEP 6— Heat, reball or change the CPU.

Summarise



- Refer to page 113 -119 of the hand book.

2.6.12.1: Steps to Replace Touch Screen

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to touch screen problems.
- In this session we will learn the solutions to mobile phone touch screens problems.

Demonstrate



- Demonstrate to the students the solutions to mobile phone touch screen problems.
- Share with the student solutions that can be tried in case touch screen is broken, too many scratches warrant replacement.

Steps: Solutions to Touch Screen Problem



STEP 1— Remove any cover, battery, SIM and SD cards.

STEP 2—Now remove screws from the base around the battery cover. If in doubt it's a good idea to photograph your device as you go along.

STEP 3— Remove the back cover using the pry tool. These are tricky to use but start at a corner and try and work the pry tool under the edge. Work along the edges popping out the clips and lift away the cover. In this particular model only the top camera cover needs the pry tool.

STEP 4— Remove any more screws that are revealed. Any visible connections can also be unclipped.

STEP 5— We can now carefully "push" the main device out of the metal chassis screen first. Be careful here to bend up the lower PCB, as it'll catch on the rear of the chassis. You should not need to force it at all.

STEP 6— Remove any more screws at the top or bottom and remove the plastic bracket that this releases. It'll just lift away.

STEP 7— At this point we are working towards separating the display elements from the phone motherboard. On this particular model the two ribbon cables coming in to the side are the digitizer and display connections. Using the pry tool remove any tape but save this. Lift up the white locking element and using the help of a small screw driver remove the ribbons.



Steps: Solutions to Touch Screen Problem (Cont.)

STEP 10—This is the hardest part of the whole tear-down. An adhesive gasket binds the digitizer to the display chassis. This needs to be heated to loosen the adhesive and using the pry tool separate the digitizer from the display. Use a hot-air gun but be extra careful, use the lowest setting and keep it moving. A hair dryer can also be used.

STEP 11—Start on just the bottom edge or the least broken section. Use the pry tool to test how "sticky" the adhesive is and reheat, repeat until it starts coming away. Move on to the next small section and repeat. Eventually you will lift the entire digitizer out. The process takes a while but if you can save the gasket it'll help avoid the next step.

STEP 12—If you have damaged the adhesive gasket, this will need to be replaced with 1mm or 2mm adhesive tape designed for phones. If any area of the digitizer touches the display or chassis it will short and you will get false-positive touches.

STEP 13—Remove any protective film on either side, feed the new digitizer's ribbon through the lower hole and carefully from the base, angle it back into place firmly pushing it down to make sure the adhesive holds well. Feed the ribbon along the back of the display and reverse this process to carefully rebuild your phone.

STEP 14—Press the power button now. If all has gone well your phone will come back to life and the display will be sensing your touch again.

2.6.13: Solutions to Key Pad Problem

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to touch screen problems.
- In this session we will learn the solutions to key pad problems.

Demonstrate



- Demonstrate to the students the solutions to mobile key pad problems.
- Share with the student solutions that can be tried in case some keys not working, keys need more pressure to work, when a key is pressed it works continuously, when a key is pressed some other key starts working, when a key is pressed some other key works simultaneously.

Steps: Solutions to Key Pad Problem



STEP 1— Check the facial of the keypad.

STEP 2— Clean the keypad and keypad points shown in figure.

STEP 3— Using the multimeter in buzzer Mode and check the row and column of the Keypad. If there is a beeping sound then the keypad is working.

STEP 4— If there is no improvement, heat or change the Keypad IC or the Interface IC.

STEP 5— If still no change, heat, reball or change the CPU.

STEP 8— We are now free to part the display and the motherboard. As with many phones these are glued together, using the pry tool carefully and slowly start to separate the two, the glue will give you just need to take your time and work around the edge.

STEP 9— Carefully fold open the phone and disconnect the final two connecting elements. This leaves you with the display section and the motherboard section.

Summarise



- Refer to page 120 of the hand book.

2.6.14: Solutions to SIM Problem

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions to key pad problems.
- In this session we will learn the solutions to SIM problems.

Demonstrate



- Demonstrate to the students the solutions to mobile SIM problems.
- Share with the student solutions that can be tried in case SIM is inserted but the message says “Insert SIM”, the mobile phone goes OFFLINE when the SIM card is inserted, the SIM works for some time and then stops working and there is a message that says “Invalid SIM”.

Steps: Solutions to SIM Problem



STEP 1– Check settings and see if the mobile phone is in Flight Mode. If it is in ‘Flight Mode’ then change it to Normal mode.

STEP 2– Clean the SIM card tips and SIM connector.

STEP 3– If the problem is not solved then change the SIM card and check.

STEP 4– If the problem remains then change the SIM connector.

STEP 5– If you still do not find a solution to the problem, check the track of the SIM section.

STEP 6– If the problem is still not solved then heat or change the SIM IC.

STEP 7– Finally, if there is no change, heat, reball or change the Power IC.

Summarise



- Refer to page 121 of the hand book.

2.6.15: Common Software Problems and Solutions

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt solutions sim problems.
- In this session we will learn about some common software problems and solutions

Elaborate



Battery issues

Sometimes resource hungry apps drain the mobile battery and also cause the phone to become slow. Search and locate such apps and delete if not important.

Bluetooth issues

Try switching the phone off and on. If it doesn't work, go to Settings > Apps > Scroll over to All ->Select Bluetooth Share > Clear Cache (Android phones)

Cellular Data Issues

This is a common problem amongst Android phones. To fix this problem, simply go to Settings->More-> Cellular networks. Turn it back on after 30 seconds or so and see if the connection is back. If it is not, try rebooting your smartphone.

Camera Glitches

Try to reset your device and make sure the OS is up to date. Rebooting the device may fix the problem and the camera might start functioning again.

Summarise



- Refer to page 122 of the hand book.

2.6.16: Steps to update a phone

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt about common software problems and solutions
- In this session we will learn how to update the phone

Demonstrate



- Demonstrate to the students how to update the phone.
- Let the students practice how to update the phone.

Steps: Solutions to update a phone



Android

Step 1– Go to and select the Settings menu of the mobile.

Step 2– Scroll down and click on 'About Phone'. In case of a tabbed settings menu this will be found in the 'general' section.

Step 3– Select 'Software Update' or a similar option.

Step 4– The mobile software is programmed to automatically search the company web site for an update. Some applications may take you to another menu and display the updates and expect you to check a button displayed in front of the software name. A confirmation will be taken before downloading the update, if available. On confirmation the update is downloaded, installed and the mobile rebooted.

iPhone

From the phone directly

Step 1– Plug your phone in to power and connect to the Internet with Wi-Fi.

Step 2– Tap Settings > General > Software Update.

Step 3– Tap Download and Install.

Step 4– To update now, tap Install.

Step 5– If prompted, enter your passcode.

Steps: Solutions to Touch Screen Problem (Cont.)



Through iTunes

Step 1—The latest version of iTunes is first installed on a PC.

Step 2—Connect the phone to your computer.

Step 3—Open iTunes and select your iPhone.

Step 4—Click “ummary, then click 'Check for Update'.

Step 5—Click Download and Update.

Windows

Step 1—Tap Settings.

Step 2—Tap 'phone update'.

Step 3—Tap the button 'check for updates'.

Step 4— You can choose to install the update immediately or postpone the update for a more convenient time.

Blackberry

Step 1—Visit the <http://www.blackberry.com/update> web site.

Step 2—Click 'Check for Updates'.

Step 3—Follow the on-screen instructions to reload the software.

UNIT 2.7: Safety Guidelines

Unit Objectives



At the end of this unit, students will be able to:

1. Understand and follow standard safety precautions while repairing a handset
2. Understand and follow radiation compliance standards for mobile phones in India

Notes for Facilitation



- You could ask the students what they know about the safety guidelines while repairing mobile.
- Give students some time to think about basic safety guidelines.
- Set the context and at the same time ask the students to prepare a list of such guidelines.

2.7.1: Safety Tips and Precautions

Ask



- Ask the students about their understanding of safety tips and precaution to be followed while repairing a mobile phone.
- Ask them to work in their respective teams and identify a list of safety tips and precautions.

Say



- Having understood the previous section let's now understand the various safety tips and precautions to be followed while repairing a mobile phone.

Do



- Share with the help of the hand book safety tips and precautions.
- Use ESD-Safe Mat, ESD-Safe Clothing like ESD-Safe Apron, ESD-Safe Slippers, ESD-Safe Hand Gloves and Anti-static wrist strap. This prevents the gadget or mobile phone from any potential damage to sensitive electronic components due to static electricity.
- Use only dedicated tools for particular device you want to repair and fix. Tools should be well organized.
- Machines and equipment must be used and handled carefully.
- In case you have to perform a factory reset in a mobile phone, make sure to backup all data first.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the safety tips and precautions to be followed while repairing mobile phones in detail.
- Refer to page 84 of the hand book.
- Conduct a quiz in order to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate various safety tips, aids and precautions to the students.
- Demonstrate its use and explain their purpose.
- Also ask the students to demonstrate the appropriate use of various safety tips and aids.

2.7.2: Radiation Compliance for Mobile Handsets

Ask



- Ask the students about their understanding of radiation compliance for mobile phone.
- Ask them to work in their respective teams and identify compliance for mobile phones.

Say



- Having understood the previous section let's now understand the radiation compliance for mobile phone.

Do



- Share with the help of the hand book safety tips and precautions against 'Electro Magnetic Field Exposure' by the government of India.
- India has adopted the most stringent international norms for mobile handsets.
- All the new designs of mobile handsets shall comply with the SAR values of 1.6 W/kg averaged over 1 gram of human tissue w.e.f. 1st Sept. 2012.
- The mobile handsets with existing designs which are compliant with 2.0 W/kg averaged over 10 gram of human tissue, continue to co-exist up to 31st August 2013. From 1st Sept. 2013, only the mobile handsets with revised SAR value of 1.6 W/kg would be permitted to be manufactured or imported in India.
- Specific Absorption Rate (SAR) value information display on the mobile handsets like IMEI (International Mobile Equipment Identity) display. The information on SAR values to be made available to the consumer at the point of sale.
- Mobile hand set manufactured and sold in India or imported from other countries shall be checked on random basis for compliance of SAR limit after TEC SAR Laboratory is set up by end of year 2012. Test results from International accredited labs shall be acceptable in the interim period.
- All cell phone handsets sold in the market in India shall comply with relevant standards and shall be available in hand free mode.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the radiation compliance for mobile handsets in detail.
- Refer to page 85 of the hand book.
- Conduct a quiz in order to test the participants understanding and move to the next section.

Demonstrate



- Demonstrate radiation compliance for mobile handsets in detail to the students.
- Demonstrate its use and explain their purpose.
- Also ask the students to demonstrate radiation compliance for mobile handsets in detail.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into four teams - Team 1 - Torque Screw driver, Magnifying Lamp, Team 2 - Multimeter, Battery Booster & Tester, Team 3 - DC Power Supply, Hot Air SMD re-work machine and Team 4 - Ultrasonic Cleaner, LCD Tester, Microscope.
- Ask participants to practice tools that are there under the supervision of a professional instructor.
- There after let the teams interchange each tool set as mentioned above till every team and therefore every participant is completely thorough with each and every tool.
- Make sure that all the tools are used keeping in mind the precautions related to handling as well as health and safety of participants.

Activity (Cont.)



Skill Practice	Time	Resources
Mobile Handset Repair Tools	5 hours	<ul style="list-style-type: none">• Torque Screw driver
		<ul style="list-style-type: none">• Magnifying Lamp
		<ul style="list-style-type: none">• Multimeter
		<ul style="list-style-type: none">• Battery Booster & Tester
		<ul style="list-style-type: none">• DC Power Supply, Hot Air SMD re-work machine and Ultrasonic Cleaner
		<ul style="list-style-type: none">• LCD Tester and Microscope

Do



- Ask them to get into pairs for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

UNIT 2.8:Report and document daily activities

Unit Objectives



At the end of this unit, students will be able to:

1. Identify and fill up a job-card, a daily activity report, and a customer feedback form

Resources to be Used



- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids, multimedia kit
- Presentation slides

Notes



- In this unit, we will discuss about how to fill the job card, daily activity report and get the customer feedback form.

Say



- Good morning and welcome back to this training program on Handheld Devices(handset & Tablet)Technician

Ask



- Ask the students if they have ever seen or filled a daily activity report or a job sheet.
- if they know about feedback forms?

Say



- Job card or job sheet needs to be filled by everybody who is into this segment of work be it telecom or automobile sector
- process of filling the daily activity report
- what is customer's feedback form

Elaborate



- Explain to the participants the importance of job sheet and how to fill them.
- what are the basic information that the job card or sheet records
- explain the daily activity report.
- explain how to fill the daily activity report.
- process of collecting feedback from the customers.

Exercises



1. What identifies a mobile subscriber to a network:

Ans a. SIM Card

2. SIM card does the following:

Ans. d. All of the above

3. Compact Flash, Multimedia Card, Secure Digital are types of:

Ans a. Memory card

4. Earthing pin, connected with the body of the equipment:

Ans a. Passes current leakage to the earth

5. Which of the following is antistatic clothing :

Ans d. All of the above

6. Please identify the right statement:

Ans d. All of the above

7. Which of the following is not an electric circuit:

Ans c. Blocked circuit

8. If the mobile phone overheats, change:

Ans a. PCB or logic-board

9. Removal of solder and components from a PCB is known as:

Ans c. Desoldering

10. If the Multimeter is showing faulty reading what all should you check?

Ans d. All of the above

Exercises (Cont.)



11. You may need to reset cell phone to:

Ans d. All of the above

12. Resetting a cell phone:

Ans d. Both b & c

13. One of the most important precautions that we should undertake while resetting a mobile phone is

Ans c. Take a back-up of the data (mandatory) to avoid losing it

14. What all medium can you use to transfer data between mobile and a computer:

Ans d. All of the above

15. A damaged firmware in a mobile phone means it will:

Ans d. All of the above

16. "Half Flash" & "Full Flash" are terms related to:

Ans a. Flashing:

17. Steps to reset iPhone are:

Ans d. Both b & c

18. Which of the following is anti-static clothing

Ans d. All of the above

19. For Soft Formatting of your Nokia Mobile type:

Ans a. *#7370# followed by 12345

20. For Hard Formatting of your Nokia Mobile type:

Ans a. *#7780# followed by 12345

21. Reporting helps:

Ans a. Supervisor get a detailed status of a handset repair engineer's (HRE) work

22. Reporting is a:

Ans: b. Software

Exercises (Cont.)



23. Mention a few parts on a mobile phone PCB.

Ans: Page 49 Unit 2.2.2 The Printed Circuit Board or PCB

24. What all constitutes a hands-free section?

Ans: Page 50 Unit 2.2.2 Ear Section

25. Briefly explain the soldering process.

Ans: Page 80 Unit 2.5.2 Soldering Iron

26. What steps are involved in checking a faulty ringer with a multimeter?

Ans: Page 89 Unit 2.5.6.4 How to check a faulty ringer

27. What is a PFO?

Ans: Page 53 Unit 2.2.4 The Big parts and its functions (2 para)

28. What is the role of an RX Filter?

Ans: Page 53 Unit 2.2.4 The Big parts and its functions (3 para)

29. What is a Power IC?

Ans: Page 54 Unit 2.2.4 The Big parts and its functions

30. What is the difference between low-pass filter and high-pass filter?

Ans: Page 63 Unit 2.2.10 Filters

31. List steps to reset an iPhone.

Ans: Page 70 Unit 2.3.2 How to reset phones

32. List steps to reset a Windows phone.

Ans: Page 71 Unit 2.3.2 How to reset phones.

Exercises (Cont.)



33. What steps are involved to install apps on a Blackberry?

Ans: Page 73 Unit 2.3.3 How to install Apps?

34. List steps to update an Android phone.

Ans: Page 123 Unit 2.6.16 How to update a phone

35. Why do we need to reset phones?

Ans: Page 69 Unit 2.3.1 The need to reset a mobile phone

36. List steps to reset an Android phone.

Ans: Page 70 Unit 2.3.2 How to reset phones?

37. What steps are involved to install apps on an iPhone?

Ans: Page 73 Unit 2.3.3 How to install Apps?

38. List steps to set-up email on an iPhone.

Ans: Page 75 Unit 2.3.4 How to set up eMails?





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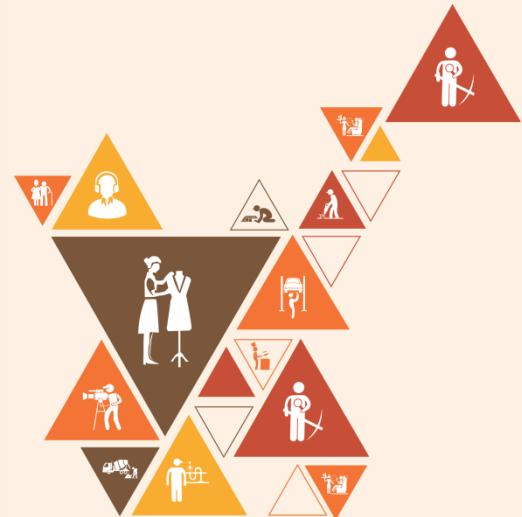
3. Repairing Tablets

Unit 3.1 – Introduction to Tablets

Unit 3.2 – Replacing common parts

Unit 3.3 – Basic troubleshooting

Unit 3.4 – Safety guidelines



TEL/N2214

3.1: Introduction to Tablets

Unit Objectives



At the end of this unit, students will be able to:

1. Outline and explain a tablet and compare it with a traditional computer

Ask



- Ask the students what you understand by tablets.
- Ask them to work in their respective teams and identify the various models and uses of tablets.

Say



- Having understood how to troubleshoot software related issues in mobile phones.
- We will now explain and outline the features of a tablet and its use.

Do



- Share with the help of the hand book the range of tablets, its use and the various operating systems.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the various steps in detail.
- Conduct a quick quiz in order to test the participants understanding and move on to the next section.

Summarise



- Refer to page 118-119 of the hand book.

3.2: Replacing Common Parts

Unit Objectives



At the end of this unit, students will be able to:

1. Understand and follow common safety precautions to be undertaken while repairing a handset

Notes for Facilitation



- You could ask the students what they know about replacing common parts of a tablet.
- Also ask students about the various tools required to replace the common parts.
- Give students some time to think about the various steps and tools.
- Set the context and enquire about the steps to replace the common parts of the tablet and the tools required for the same.

3.2.1: Repairing Tablets

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt about the various tablets and its features, etc.
- In this session we will learn about repairing tablets.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss with the students that repairs for most tablet computers because of their small size and frequent use of adhesive is involved.
- Discuss with the students the tools required – set of screwdrivers, spudger, mobile opener, tweezers, etc.
- Refer to the relevant sections on page 120 of the participant's hand book.
- Conduct a quick quiz in order to test the participants understanding and move on to the next section.

Summarise



- Refer to page 120 of the hand book.

3.2.2: Steps – How to Replace a Battery?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt replacing tablets.
- In this session we will learn about the steps to replace a battery.

Demonstrate



- Demonstrate to the students the steps to replace a battery.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace a Battery?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free side of the front panel up from the rear case releases it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.



Steps: How to Replace a Battery? (Cont.)

Step 8— Use your fingernail to carefully flip up the retaining flaps on the two digitizer ribbon cable ZIF sockets. Now pull the digitizer ribbon cable straight out of its two sockets on the motherboard.

Step 9— Remove the front panel assembly.

Step 10— Using a plastic opening tool peel up the two pieces of copper tape covering the USB connector board near the battery and the motherboard.

Step 11— Remove the screws securing the USB connector board to the rear case.

Step 12— Pry the upper end of the USB connector board upwards to disconnect it from its socket.

Step 13— Pull the USB connector board away from the bottom edge of the rear case and lift, do not remove it completely.

Step 14— Pull the vibrator motor from its socket on the USB connector board, and completely remove the USB connector board.

Step 15— Remove (if present) the two pieces of tape boxed in red.

Step 16— Using a plastic opening tool flip up the retaining flap on the volume control/power button ribbon cable socket and pull out the cable.

Step 17— Using a plastic opening tool lift the camera connector up & out of its socket, bend camera cable away from the motherboard.

Step 18— Flip up the retaining flap on microphone cable socket and pull out the microphone cable.

Step 19— Using your plastic opening tool pry the upper antenna connector up from its socket.

Step 20— Pry up the retaining flap on the headphone jack ribbon cable socket and pull the headphone jack ribbon cable out.

Step 21— Pry (from beneath the wires) the speaker cable connector up from its socket on the motherboard.

Step 22— Using a plastic opening tool flip up the retaining flap on the digitiser board ribbon cable socket and pull it out.

Step 23— Pry up the lower antenna cable connector from its socket.

Step 24— De-route the antenna cable, carefully pulling it out from under its retaining clip near the top right corner of the battery.

Step 25— Remove screws securing battery, motherboard to the rear case.

Step 26— Using a plastic opening tool pry the battery up from the tape securing it to the rear case.

Step 27— Lift the motherboard assembly out of the rear case, carefully avoiding any cables.

Step 28— Remove the battery by pulling it away from the motherboard to disconnect its cable.

Step 29— Battery remains.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into three teams - Team 1, 2 & 3; Hand over an Android tablet to each team.
- Ask participants to practice steps to replace battery under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step for each and every type of phone.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing battery of a tablet	5 hours	<ul style="list-style-type: none">• Tablets - Android

Do



- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise



- Refer to page 121-130 of the hand book.

3.2.3: Steps – How to Replace a Camera?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt replacing battery of tablets.
- In this session we will learn about the steps to replace the camera of the tablet.

Demonstrate



- Demonstrate to the students the steps to replace camera.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace a Camera?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free sides of the front panel up from the rear case release it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Step 8– Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.

Steps: How to Replace a Camera? (Cont.)



Step 9— Remove the front panel assembly.

Step 10— Use a plastic opening tool to lift the camera connector up and out of its socket.

Step 11— Using a plastic opening tool move the camera upwards to dislodge it from its recess in the rear case. Lift the camera out.

Step 12— Using a plastic opening tool move the camera upwards to dislodge it from its recess in the rear case. Lift the camera out.

Step 13— Lift the camera out.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace camera under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step for each and every type of phone.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing camera of a tablet	3 hours	<ul style="list-style-type: none"> • Tablets - Android

Do



- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise



- Refer to page 131-132 of the hand book.

3.2.4: Steps – How to Replace a Control Button Assembly?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt replacing the camera of tablets.
- In this session we will learn about the steps to replace the control button assembly of the tablet.

Demonstrate



- Demonstrate to the students the steps to replace
 - camera
 - the control button assembly of the tablet.
- give them adequate time to practice.

Elaborate



- Tell them to follow all the steps carefully while replacing the camera.



Steps: How to Replace Control Button Assembly?

Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free side of the front panel up from the rear case releases it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Step 8– Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.

Step 9– Remove the front panel assembly.

Step 10– Using a plastic opening tool flip up the retaining flap on the control button cable ZIF socket, and pull the control button ribbon cable straight out of its socket.

Step 11– Use a plastic opening tool to peel the ambient light sensor off the body of the control button assembly, and find hidden screws.

Step 12– Remove the screws securing the control button assembly to the rear case.

Step 13– Use a plastic opening tool to lift the control button assembly up from its housing, and remove it completely.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace control button assembly under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step for each and every type of phone.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing control button assembly of a tablet	3 hours	<ul style="list-style-type: none">• Tablets - Android

Do



- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise



- Refer to page 133-134 of the hand book.

3.2.5: Steps – How to Replace Digitiser Control Board?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt replacing the control button assembly.
- In this session we will learn about the steps to replace the digitiser control board of the tablet.

Demonstrate



- Demonstrate to the students the steps to replace the digitizer control board of the tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace Digitiser Control Board (DCB)?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free side of the front panel up from the rear case releases it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Step 8– Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.

Step 9– Remove the front panel assembly.

Step 10– Remove screws securing the digitiser control board to the rear case.

Step 11– Carefully lift (not remove) the digitiser control board as it is still connected to the motherboard by the digitiser control board ribbon cable.

Steps: How to Replace (DCB)? (Cont.)



Step 12– Using the edge of a plastic opening tool, carefully flip up the retaining flap on the digitiser control board ribbon cable ZIF socket, and pull out the digitiser control board ribbon cable.

Step 13– Now safely remove the digitiser control board.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace digitizer control board under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step for each and every type of phone.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing digitizer control board of a tablet	3 hours	<ul style="list-style-type: none"> • Tablets - Android

Do



- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise



- Refer to page 135-136 of the hand book.

3.2.6: Steps – How to Replace Display Data Cable?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt replacing the digitizer control board.
- In this session we will learn about the steps to replace the display data cable of the tablet.

Demonstrate



- Demonstrate to the students the steps to replace the display data cable of the tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace the Display Data Cable? (DDC)



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free sides of the front panel up from the rear case release it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Step 8– Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.

Step 9– Remove the front panel assembly.

Step 10– Using a plastic opening tool peel up the self-adhesive pull tab stuck to the display data cable.

Steps: How to Replace the DDC? (Cont.)



Step 11— Pull the tab up to unlock the display data cable connector from its socket on the LCD.

Step 12— Pull the display data cable out of its socket.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace display data cable under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step for each and every type of phone.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing display data cable of a tablet	3 hours	<ul style="list-style-type: none"> • Tablets - Android

Do



- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise



- Refer to page 173 of the hand book.

3.2.7: Steps – How to Replace Front Cable?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt replacing the display data cable.
- In this session we will learn about the steps to replace the front panel of the tablet.

Demonstrate



- Demonstrate to the students the steps to replace the front panel of the tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace the Front Panel?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free sides of the front panel up from the rear case release it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Steps: How to Replace the Front Panel? (Cont.)



Step 8— Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.

Step 9— Remove the front panel assembly.

Step 10— Remove screws securing the LCD to the front panel.

Step 11— Lift up and remove the LCD assembly from the front panel.

Step 12— Front panel remains.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace front panel under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step for each and every type of phone.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing front panel of a tablet	3 hours	<ul style="list-style-type: none"> • Tablets - Android

Do



- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise



- Refer to page 175 of the hand book.

3.2.8: Steps – How to Replace Head Phone Jack?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt replacing the front panel.
- In this session we will learn about the steps to replace the head phone jack of the tablet.

Demonstrate



- Demonstrate to the students the steps to replace the head phone jack of the tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace the Head Phone Jack?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free sides of the front panel up from the rear case release it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Step 8– Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.

Step 9– Remove the front panel assembly.

Step 10– Using a plastic opening tool flip up the retaining flap on the headphone jack ribbon cable ZIF socket and pull the headphone jack ribbon cable out of its socket.

Steps: How to Replace the Head Phone Jack? (Cont.)



Step 11— Remove screws securing the headphone jack to the rear case.

Step 12— Using a plastic opening tool remove the headphone jack away from the adhesive securing it to the rear case.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace head phone jack under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step for each and every type of phone.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing head phone jack of a tablet	3 hours	<ul style="list-style-type: none"> • Tablets - Android

Do



- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise



- Refer to page 177 of the hand book.

3.2.9: Steps – How to Replace Home Button Board?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt replacing the head phone jack.
- In this session we will learn about the steps to replace the home button board of the tablet.

Demonstrate



- Demonstrate to the students the steps to replace the home button board of the tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace the Home Button Board?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free sides of the front panel up from the rear case release it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Steps: How to Replace the Home Button? (Cont.)



Step 8— Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.

Step 9— Remove the front panel assembly.

Steps 10— Using a plastic opening tool carefully pry the home button board off the adhesive securing it to the front panel.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace home button board under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step for each and every type of phone.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing home button board of a tablet	3 hours	<ul style="list-style-type: none"> • Tablets - Android

Do



- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise



- Refer to page 179 of the hand book.

3.2.10: Steps – How to Replace LCD?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt replacing home button board.
- In this session we will learn about the steps to replace the LCD of the tablet.

Demonstrate



- Demonstrate to the students the steps to replace the LCD of the tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace the LCD?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free sides of the front panel up from the rear case release it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Steps: How to Replace the LCD? (Cont.)



- Step 7**– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.
- Step 8**– Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.
- Step 9**– Remove the front panel assembly.
- Step 10**– Remove screws securing the LCD to the front panel.
- Step 11**– Lift up and remove the LCD assembly from the front panel.
- Step 12**– Using a plastic opening tool peel up the self-adhesive pull tab stuck to the display data cable.
- Step 13**– Pull the tab up to unlock the display data cable connector from its socket on the LCD. Pull the display data cable (parallel to the LCD) out of its socket.
- Step 14**– LCD remains.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace LCD under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing LCD of a tablet	3 hours	• Tablets – Android

Do

- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise

- Refer to page 180 of the hand book.

3.2.11: Steps – How to Replace Lower Antenna?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt replacing LCD.
- In this session we will learn about the steps to replace the lower antenna of the tablet.

Demonstrate



- Demonstrate to the students the steps to replace the LCD of the tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace the Lower Antenna?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free sides of the front panel up from the rear case release it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Steps: How to Replace the Lower Antenna? (Cont.)



- Step 8**— Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.
- Step 9**— Remove the front panel assembly.
- Step 10**— Using a plastic opening tool peel up the two pieces of copper tape covering the USB connector board near the battery and the motherboard.
- Step 11**— Remove screws securing the USB connector board to the rear case.
- Step 12**— Pry the upper end of the USB connector board upwards to disconnect it from its socket.
- Step 13**— Pull the USB connector board away from the bottom edge of the rear case and lift, do not remove it completely.
- Step 14**— Pull the vibrator motor from its socket on the USB connector board, and completely remove the USB connector board. (In case the vibrator motor is soldered on to the USB Board, the motor is to be removed along with the board.)
- Step 15**— Remove (if present) the two pieces of tape boxed in red.
- Step 16**— Using a plastic opening tool pry the lower antenna connector up from its socket.
- Step 17**— De-route the antenna cable, carefully pulling it out from under its retaining clip near the top right corner of the battery.
- Step 18**— Pull the lower antenna cable out of the plastic retaining clip.
- Step 19**— Using a plastic opening tool peel the lower antenna off the adhesive securing it to the rear case.
- Step 20**— Peel the foil tape attached to the lower antenna and remove the antenna completely.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace lower antenna under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Activity (Cont.)



Skill Practice	Time	Resources
Replacing lower antenna of a tablet	3 hours	• Tablets - Android

Do



- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise



- Refer to page 182 of the participant hand book.

3.2.12: Steps – How to Replace a Microphone?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt replace the lower antenna.
- In this session we will learn about the steps to replace a microphone.

Demonstrate



- Demonstrate to the students the steps to replace the microphone of the tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace Microphone?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free sides of the front panel up from the rear case release it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Step 8– Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.

Steps: How to Replace Microphone? (Cont.)



Step 9– Remove the front panel assembly.

Step 10– Using a plastic opening tool flip up the microphone ribbon cable retaining flap. Use a pair of tweezers to pull the microphone cable out of its socket on the motherboard.

Step 11– Using your tweezer remove the black rubber fastener between the microphone and rear case.

Step 12– Using a plastic opening tool pry the microphone away from the rear case right above the camera.

Step 13– Remove the microphone.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace microphone under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing microphone of a tablet	3 hours	<ul style="list-style-type: none"> • Tablets - Android

Do

- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise

- Refer to page 185 of the hand book.

3.2.13: Steps – How to Replace Upper Antenna?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt replace the microphone.
- In this session we will learn about the steps to replace the upper antenna.

Demonstrate



- Demonstrate to the students the steps to replace the upper antenna of the tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace Upper Antenna?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free sides of the front panel up from the rear case release it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Step 8– Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.

Step 9– Remove the front panel assembly.

Step 10– Use the edge of a plastic opening tool to flip up the retaining flap on the headphone jack ribbon cable ZIF socket. Pull the headphone jack ribbon cable out of its socket and bend the cable away from the large piece of EMI foil stuck to the top speaker.

Steps: How to Replace Upper Antenna? (Cont.)



Step 11—Using a plastic opening tool pry the upper antenna connector up from its socket.

Step 12—Using a plastic opening tool peel the upper antenna off the adhesive securing it to the top speaker.

Step 13—Carefully peel the foil tape attached to the upper antenna off the top speaker and remove the upper antenna.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace upper antenna under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing upper antenna of a tablet	3 hours	<ul style="list-style-type: none"> • Tablets - Android

Do



- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise



- Refer to page 149-150 of the hand book.

3.2.14: Steps – How to Replace USB Connector Board?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt how to replace the upper antenna.
- In this session we will learn about the steps to replace.

Demonstrate



- Demonstrate to the students the steps to replace the USB connector board of the tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace Upper Antenna?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free side of the front panel up from the rear case release it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Step 8– Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.

Step 9– Remove the front panel assembly.

Step 10–Using a plastic opening tool peel up the two pieces of copper tape covering the USB connector board near the battery and the motherboard.

Step 11–Remove the four 3.2 mm screws securing the USB connector board to the rear case.

Steps: How to Replace Upper Antenna? (Cont.)



Step 12—Pry the upper end of the USB connector board upwards to disconnect it from its socket.

Step 13—Pull the USB connector board away from the bottom edge of the rear case and lift, do not remove it completely.

Step 14—Pull the vibrator motor from its socket on the USB connector board, and completely remove the USB connector board.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace USB connector board under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing USB connector board of a tablet	3 hours	<ul style="list-style-type: none"> • Tablets - Android

Do



- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise



- Refer to page 189 of the hand book.

3.2.15: Steps – How to Replace Vibrator Motor?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt how to replace USB connector board.
- In this session we will learn about the steps to replace vibrator motor.

Demonstrate



- Demonstrate to the students the steps to replace the vibrator motor of the tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace Vibrator Motor?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free sides of the front panel up from the rear case release it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Step 8– Pull the digitiser ribbon cable straight out of its two sockets on the motherboard.

Steps: How to Replace Vibrator Motor? (Cont.)



Step 9— Remove the front panel assembly.

Step 10—Using a pair of tweezers carefully pull the vibrator motor Out of its recess.

Step 11—Pull the vibrator motor connector away from its socket.

Step 12— Safely remove the vibrator motor from the rear case.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace vibrator motor under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing vibrator motor of a tablet	3 hours	<ul style="list-style-type: none"> • Tablets - Android

Do



- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise



- Refer to page 190 of the hand book.

3.2.16: Steps – How to Replace Motherboard?

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt how to replace vibrator motor.
- In this session we will learn about the steps to replace motherboard board.

Demonstrate



- Demonstrate to the students the steps to replace the motherboard board of the tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Replace Motherboard?



Step 1– Insert the metal spudger in the gap between the rubber outer ring on the front panel and the rear case near the USB connector. Pry the front panel up carefully.

Step 2– Repeat the above process along the long edge on the volume button side until there is a gap between the front panel and the rear case.

Step 3– Pry up the front panel along the top edge.

Step 4– Pry up the front panel along the edge closest to the home screen button.

Step 5– Before lifting the free side of the front panel up from the rear case release it from the plastic retaining clips.

Step 6– Lift the front panel assembly away from the rear case.

Step 7– Using the attached black tab pull the display data cable upwards from the socket on the motherboard.

Step 8– Use your fingernail to carefully flip up the retaining flaps on the two digitiser ribbon cable ZIF sockets. Now pull the digitiser ribbon cable straight out of its two sockets on the motherboard.

Steps: How to Replace Motherboard? (Cont.)



Step 9— Remove the front panel assembly.

Step 10— Using a plastic opening tool peel up the two pieces of copper tape covering the USB connector board near the battery and the motherboard.

Step 11— Remove the screws securing the USB connector board to the rear case.

Step 12— Pry the upper end of the USB connector board upwards to disconnect it from its socket.

Step 13— Pull the USB connector board away from the bottom edge of the rear case and lift, do not remove it completely.

Step 14— Pull the vibrator motor from its socket on the USB connector board, and completely remove the USB connector board.

Step 15— Remove (if present) the two pieces of tape boxed in red.

Step 16— Using a plastic opening tool flip up the retaining flap on the volume control/power button ribbon cable socket and pull out the cable.

Step 17— Using a plastic opening tool lift the camera connector up & out of its socket, bend camera cable away from the motherboard.

Step 18— Flip up the retaining flap on microphone cable socket and pull out the microphone cable.

Step 19— Using your plastic opening tool pry the upper antenna connector up from its socket.

Step 20— Pry up the retaining flap on the headphone jack ribbon cable socket and pull the headphone jack ribbon cable out.

Step 21— Pry (from beneath the wires) the speaker cable connector up from its socket on the motherboard.

Step 22— Using a plastic opening tool flip up the retaining flap on the digitiser board ribbon cable socket and pull it out.

Step 23— Pry up the lower antenna cable connector from its socket.

Step 24— De-route the antenna cable, carefully pulling it out from under its retaining clip near the top right corner of the battery.

Step 25— Remove screws securing battery, motherboard to the rear case.

Step 26— Using a plastic opening tool pry the battery up from the tape securing it to the rear case.

Step 27— Lift the motherboard assembly out of the rear case, carefully avoiding any cables.

Step 28— Remove the battery by pulling it away from the motherboard to disconnect its cable.

Step 29— Remove and replace the motherboard.

Activity

- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into three teams - Team 1, 2 & 3; hand over an Android tablet to each team.
- Ask participants to practice steps to replace motherboard under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Replacing motherboard of a tablet	3 hours	<ul style="list-style-type: none"> • Tablets - Android

Do

- Ask them to get into teams for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

Summarise

- Refer to page 191 of the hand book.

3.3: Basic Trouble Shooting

Unit Objectives



At the end of this unit, students will be able to:

1. Demonstrate steps to troubleshoot common software related issues in tablets
2. Demonstrate steps to update the software of popular tablets and create a back-up of data from tablet to a computer

Notes for Facilitation



- You could ask the students what they know about software related trouble shooting in mobiles.
- Give students some time to think about the ways to troubleshoot software problems in tablets.
- Give students some time to think about the same.
- Set the context and enquire about the various ways to troubleshoot software related problems in tablets.

3.3.1: Common Software Problems and Solutions

Ask



- Ask the students what are the common software problems in a tablet.
- Ask them to work in their respective teams and identify how to fix them.

Say



- Having understood how to replace different parts and components of a tablet.
- We will now understand how to fix common software related problem in a tablet.

Do



- Share with the help of the hand book how to solve common software related problem in a mobile phone.
- Share with the participant – screen issues, power & battery related issues, computer not recognizing tablet, etc.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the various steps in detail.
- Refer to the relevant sections on page 157 of the participant's hand book.
- Conduct a quick quiz in order to test the participants understanding and move on to the next section.

Summarise



- Refer to page 193 of the hand book.

3.3.2: Steps to Update a Tablet

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt about common software problems and solution.
- In this session we will learn about the steps to update a tablet.

Demonstrate



- Demonstrate to the students the steps to update a tablet.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Update a Tablet?



It is a good practice to back up your data such as contacts and photos before a tablet upgrade.

Android

Step 1— Navigate to the Setting menu of your tablet.

Step 2— Scroll down the Settings menu and click on 'About Device'. If you have a tabbed settings menu then this will appear in the 'general' section.

Step 3— Click the 'Software Update' or a similar option.

Step 4— Your tablet will now search for an available update. If you are taken to another menu, select the 'Software update check' button or something similar. If an update is available for your device then you will be asked whether you wish to install it. If you select yes then the system will download and install the new software and reboot the tablet.

Steps: How to Update a Tablet? (Cont.)



iPad

From the tab directly

Step 1– Plug your iPad in to power and connect to the Internet with Wi-Fi.

Step 2– Tap Settings > General > Software Update.

Step 3– Tap, download and Install.

Step 4– To update now, tap Install.

Step 5– If prompted, enter your pass code.

Through iTunes

Step 1– Install the latest version of iTunes on your computer.

Step 2– Connect the iPad to your computer.

Step 3– Open iTunes and select your iPad.

Step 4– Click Summary, then click ‘Check for Update’.

Step 5– Click, download and Update.

Summarise



- Refer to page 194 of the hand book.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into three teams - Team 1, 2 & 3; share with them an Android and an iOS tablet each. Now ask them to practice steps to update the tablet under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step for each and every type of tablet.

Activity (Cont.)



- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Tablet update steps	3 hours	<ul style="list-style-type: none">• Android tablet
		<ul style="list-style-type: none">• iPad

Do



- Ask them to get into pairs for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

3.3.3: Steps Tablet Data Transfer

Do



- Welcome the participants. Revise the learning of the previous session and clarify doubts if any.

Say



- In the previous session we learnt about steps to update a tablet.
- In this session we will learn about the steps to transfer tablet data.

Demonstrate



- Demonstrate to the students the steps to transfer tablet data.
- Share with the student these steps.
- Also give them adequate practice time.

Steps: How to Transfer Tablet Data?



Using USB Cable

Step 1— Connect the tablet to your computer using the USB cable that comes with the tablet.

Step 2— Find the icon of a removable drive (your tablet) on your computer under My Computer or Finder if a pop-up window does not open.

Step 3— Drag and drop files that you want to copy from your tablet to the computer (or vice-versa).

Step 4— When you are finished, close the window and disconnect the USB cable.

Using Bluetooth

Step 1— Make sure Bluetooth is turned on in both the tablet and computer. You can activate it in your tablet by looking under Settings or Controls. If you have a Mac, you can make sure your Bluetooth is on by clicking on the Bluetooth symbol on the right side of the upper toolbar. The symbol should be to the left of the Date and Time and should look like a white B with a blue background. On Windows it should be under the Control Panel.

Step 2— Make sure that the tablet is not too far away from the computer.

Step 3— Find and select the file (tablet) that you want to transfer.

Step 4— Select Copy or Send in the menu.

Step 5— Choose the Bluetooth option.

Step 6— Select the "Look for Devices" or a similar option in the Bluetooth menu that pops up.

Step 7— Select your device (computer).

Step 8— Request would be sent to the device to accept the file.

Step 9— Accept request and data will be sent from tablet to computer and vice-versa.

Steps: How to Transfer Tablet Data? (Cont.)



Using iTunes

Step 1— Connect iPad to computer using a USB cable. If iTunes doesn't open automatically, open it from the Start Menu or your Applications folder.

Step 2— Select your iPad from the list under Devices button (upper right corner of iTunes window).

Step 3— Choose the media (Apps, Music, Movies, etc.) that you want to sync. Click on each tab that you want to add to your device and check the “Sync” checkbox. You can choose to sync all media of that type, or just specific files.

Summarise



- Refer to pages 195 of the hand book.

Activity



- Conduct a skill practice activity.
- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Organize the participants into three teams - Team 1, 2 & 3; share with them an Android and an iOS tablet each. Now ask them to practice steps to transfer tablet data under the supervision of a professional instructor thoroughly.
- There after let the teams interchange phone types for updating as mentioned above till every team and therefore every participant is completely thorough with each and every step for each and every type of tablet.
- Make sure that all the steps are followed keeping in mind the precautions related to handling as well as health and safety of participants.

Skill Practice	Time	Resources
Tablet data transfer steps	3 hours	<ul style="list-style-type: none"> Android tablet iPad

Do



- Ask them to get into pairs for practice.
- Go around and make sure they are doing it properly.
- Wrap the unit up after summarizing the key points and answering questions.
- Ask the students to complete the exercise in their participant handbook.

3.4: Safety Guidelines

Unit Objectives



At the end of this unit, students will be able to:

- Understand and follow common safety precautions to be undertaken while repairing a handset

Notes for Facilitation



- You could ask the students what they know about safety guidelines while repairing mobiles.
- Give students some time to think about the various safety guidelines.
- Set the context and enquire about the various safety guidelines required to service mobile phones.

3.4.1: Safety Guidelines

Ask



- Ask the students what are the common safety guidelines while troubleshooting a tablet.
- Ask them to work in their respective teams and identify them.

Say



- Having understood how to transfer tablet data using various ways.
- We will now understand and demonstrate various safety related guidelines in a tablet.

Do



- Share with the help of the hand book the various safety related guidelines to be followed while repairing a tablet.

Notes for Facilitation



- Facilitate the discussion and avoid arguments.
- Discuss the various steps in detail.
- Refer to the relevant sections on page 161 of the participant's hand book.
- Conduct a quick quiz in order to test the participants understanding and move on to the next section.

Summarise



- Refer to page 197 of the hand book.

Answers to exercises for PHB

1. Which of the following is a common reason for slow touchscreens:

Ans : a. RAM

2. Sometimes deleting apps fix problem related to:

Ans. c.Camera

3. You can connect a tablet to computer using:

Ans d. All of the above.

4. You need to backup data in case of:

Ans: b. OS reinstall

5. To remove a battery, we have to first remove the:

Ans a. Motherboard

6. A tablet cannot do the following:

Ans: d. Play the DVD

7. Which of the following OS is used in tablets:

Ans d. All of the above

8. In what all ways can you update an iPad:

Ans c. both a & b

9. In case you have to reinstall the OS in a table, remember to:

Ans b. backup all data

10. Which of the following is anti static clothing :

Ans d. all of the above

Answers to exercises for PHB

11. Briefly explain a tablet.

Ans. Page 144-145 3.1.1 introduction to tablets

12. How can you fix up a slow responding touchscreen?

Ans. Page 193. Unit 3.3.1 common software problems and solutions

13. List steps to transfer data using iTunes.

Ans. Page 196. Unit 3.3.3 Tablet data transfer

14. List some ESD-safe clothing.

Ans. Page 197. Unit 3.4.1 safety tips and precautions

15. Name some popular tablet platforms.

Ans. Page 219 Unit 4.2.12 Different types of mobile operating system (OS)

16. Which common tools are used in tablet repair?

Ans. Page 156 Unit 3.2.1 Repairng Tablets

17. How will you fix the battery drain issue in a tablet?

Ans. Page 152 Unit 3.1.3 Identifying faulty tablets

18. What will you do if the computer does not recognise a tablet?

Ans. Page 193 Unit 3.3.1 Common Software problems and solutions



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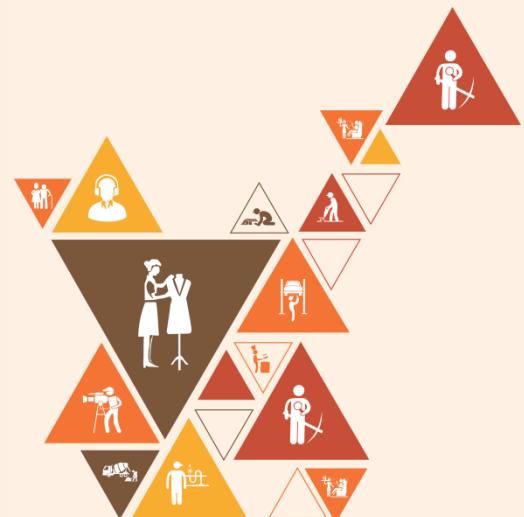
4. Carry out chip level repair of mobile phone

Unit 4.1 – Analyse the status of mobile phone and estimate the repair cost

Unit 4.2 – Perform chip level repairs

Unit 4.3 – Prepare necessary documentation

Unit 4.4 – Achieve the quality and productivity standards



ELE/N4631

Key Learning Outcomes



Key Learning Outcomes

At the end of this module, students will be able to:

1. analyze the status of the mobile phone and estimate the repair cost
2. understand the warranty information of mobile handsets
3. explain the companies policy on Turn Around time while repairing a handset
4. Explain the use and functions of the solid type and Surface Mounted Device resistors and SMD testers, electromagnetic coils, solid and SMD type diodes, PNP and NPN transistors
5. Prepare chip level repair of mobile handsets
6. Explain the features and operations of different models of chip-based mobile phones
7. Explain different types of mobile operating system (OS) and applications
8. Explain the importance of using licensed/ approved OS and applications on mobile phones
9. prepare necessary documentation with complete details of the handset information



Notes for Facilitation

- Explain the Functions of SMD Testers
- explain the use of multimeter and SMD testers.
 - They are used for testing the capacitors.

Test capacitor using Analog multimeter

- Check the capacitor that is fully charged or discharged.
- Use ampere, voltage, ohm meter.
- Choose analog meter on Ohm and always choose a high range of ohms.
- Connect the two meter leads to the terminals of the capacitor
- The reading & evaluate through the following outcomes.
- The short capacitor will show extremely less resistance
- The open capacitor will not demonstrate any deflection over the Ohm meter display
- The good capacitor will illustrate low resistance after that slowly increases in the direction of the infinite. So, the capacitor is in an excellent state.

UNIT 4.1: Prepare for repairing a handset

Unit Objectives



At the end of this unit, students will be able to:

1. Analyze the cost of repair based on the status of the mobile
2. Understand the company's warranty policy for different
3. Understand the company's line of business and product
4. Explain the company's policy on repair and Turn-around Time (TAT),

Resources to be Used



- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids, multimedia kit
- Presentation slides

Notes



- In this unit, we will discuss about how to determine the repair cost looking at the status of the mobile.

Say



- Good morning and welcome back to this training program on Handheld Devices(handset & Tablet)Technician

Ask



- Ask the students if they have ever visited a repair centre for repairing their mobile phones
- check if they know what is warranty information

Elaborate



- importance of checking the warranty information of mobile phone received for repairing
- companies policy on turn around time for repairing. read the SLA thoroughly for different kinds of repairs in a handset
- The Turn Around Time of the process is defined as the interval between the time of completion and the time of arrival.

CT (Completion Time) – It is the exact time when a process completes the execution part.

AT (Arrival Time) – It is the time of arrival of a process in its ready state (before its execution).

Thus, $CT - AT = TAT$

UNIT 4.2: Perform chip level repairs

Unit Objectives



At the end of this unit, students will be able to:

1. Explain the use and functions of the solid type and Surface Mounted Device resistors and SMD testers, electromagnetic coils, solid and SMD type diodes, PNP and NPN transistors
2. Test a capacitor using a multimeter and SMD tester
3. Explain different types of Metal Oxide Semiconductor Field-effect transistors
4. Understand the concept of Quartz, clock and pulse and measuring unit
5. Explain the process of conducting a Quartz crystal test
6. Describe the process of conducting diagnostic or power on tests for different types of Original Equipment Manufacturer (OEM) components
7. Explain the features and operations of different models of chip-based mobile phones
8. Explain different types of mobile operating system (OS) and applications
9. Explain the importance of using licensed/ approved OS and applications on mobile phones

Resources to be Used



- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids, multimedia kit
- Presentation slides

Notes



- In this unit, we will learn to perform chip level repair of mobile phones.

Say



- Good morning and welcome back to this training program on Handheld Devices(handset & Tablet)Technician

Ask



- Ask the students if they have ever opened a mobile phone and checked its interior parts

Elaborate

- explain the students, the use of denoting letters,color coding, symbol and functions of the solid type and surface mounted devices.
- explain the facts about SMD resistors and different types of SMD resistors.
- An SMD resistor has some blue colour on it and is mostly black from the top. White is the colour at the bottom.

Facts about SMD Resistor:

- A resistor never gets short.
- Resistor can be open.
- Value of resistor can be high.
- Resistor is available with or without code. Mostly resistors without code are used in mobile phones.
- R and E alphabets in the resistor denote Ohms

Different Types of SMD Resistors:

- Network Resistor: A network resistor is a combination of many resistor groups. They come in a solitary package.
- Chip Jumper (Zero Ohm) Type Resistor: Mobile phones employ this kind of chip resistor as a jumper.
- Thermistor-Type Resistor: This type of resistor's rating is temperature dependent. It is completely black on all sides. These resistors come in two varieties: NTC (Negative Temperature Co-efficient type Thermistor) and PTC (Positive Temperature Co-efficient type Thermistor) (Co- efficient type Thermistor).
- The LDR (Light Dependent Resistor) is a resistance that changes in response to light. A LDR's resistance can reach several mega Ohms in complete

Demonstrate

- Demonstrate how to test capacitors using Analog Multimeter
- Demonstrate how to test capacitors using Analog Multimeter

Elaborate

- Functions of SMD diodes
- difference between PNP(Positive Negative Positive) and NPN(Negative Positive Negative) transistors
- different types of Metal Oxide Semiconductor field effect transistors
- explain the concepts of quartz,clock and pulse measuring unit
- elaborate the process of conducting quartz crystal test

Demonstrate

- Demonstrate how to conduct the quartz crystal test
- give practice time for students to revise the concepts taught

Elaborate

- the process of conducting diagnostic or power on test for various OEM components.
 - "Original equipment manufacturer" (OEM) refers to a manufacturer who supplies materials or labour to sell a product. OEMs frequently create items that are utilised as parts of other products, and these items are frequently connected to a category of services known as OEM services
- features and operations of different chip-based mobile phones. The common components found on all phones are:
 - A number of metal–oxide–semiconductor (MOS) integrated circuit (IC) chips.
 - A battery (typically a lithium-ion battery), providing the power source for the phone functions.
 - An input mechanism to allow the user to interact with the phone. The most common input mechanism is a keypad, but touch screens are also found in smartphones.
 - Basic mobile phone services to allow users to make calls and send text messages.
 - All GSM phones use a SIM card to allow an account to be swapped among devices. Some CDMA devices also have a similar card called a R-UIM.
 - Individual GSM, WCDMA, IDEN and some satellite phone devices are uniquely identified by an International Mobile Equipment Identity (IMEI) number.
- the features of different operating Systems:
 - Android OS- Its a open source which means, its readily available for anybody and everybody to download and use.
 - apple los-closed source- Closed source software, which is a proprietary product, means that the computer program uses a source code that isn't published. There is no option for public sharing with this option, nor is there permission for anyone to look at it or change it unless an individual receives a specific assignment to do so from the publisher.
 - windows mobile another closed source software
 - blackberry

Say

- The Operating System is the base on which the other applications work. This is similar to the operating systems we see in the laptop and desktops.
- its important to always use a licensed version of the Operating system to protect the data and other vital information.

Demonstrate



- Demonstrate how to download an open source OS and the closed source OS to install it in the handset.

Elaborate



- the process of repairing a variety of chip based mobile phones, explain the lowest level which is the chip level problems.

Demonstrate



- Demonstrate how to do the chip level repairing.
- give them adequate time to practice

Say



sometime the programs downloaded from the google store or applestore can malfunction and even corrupt the data and make the phone unusable. This needs to be repaired in order to make the phone work.

Elaborate



- various software and hardware related problems encountered in a chip based mobile phones

Notes for Facilitation



Major Software issues and the solution:

- Freezing of Phone: Have not all people gone through that at least once? It is the most typical issue we have with our phones. The problem may occasionally be a small one brought on by careless phone use or even a third-party software, but other times it may be a problem with your phone's firmware or an overloaded RAM. If so, all you need to do is update your firmware; always use the most recent version, and if the problem is with the storage, attempt a factory reset.
- Battery being bad: Your phone's battery may not be functioning properly, and there could be a number of causes for this. Dimming the phone's brightness, keeping it in battery-saving mode, turning off the data while not using it, and turning off your GPS, Bluetooth, and Wi-Fi are simple ways to solve this problem. To find out which app is using the most data on your phone, check the battery settings. If necessary, close the app in the background or just remove it.
- Heating as hell: The fact that the phone becomes extremely hot while being used is yet another common but serious issue. Bad batteries can also be the source of this issue. Apply the suggested fix for the faulty battery. Keep your phone out of the sun's heat, avoid charging it for too long, and if nothing else, schedule your phone's servicing straight immediately in case it is a hardware problem.
- Connectivity Complexities: It's possible for some mobile phones to experience connectivity issues with Bluetooth, WiFi, or network connections. In that situation, we advise you to take a moment to breathe deeply before restarting your phone. You may occasionally need a professional to reinstall the firmware or update the software on your phone.

Summarise



- This chapter we learnt about the chip level problems and how to repair them, different versions of Operating Systems, importance of using licensed version of the OS and other applications, and common problems encountered at the chip level.

UNIT 4.3. Prepare necessary documentation

Unit Objectives



At the end of this unit, students will be able to:

1. Read and follow the service and repair manual for chip-based mobile phones
2. Understand the importance of documenting all the necessary details

Resources to be Used



- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids, multimedia kit
- Presentation slides

Notes



- In this unit, we will discuss about the service and repair manual and how to prepare necessary documents to maintain list of activities undertaken

Say



- Good morning and welcome back to this training program on Handheld Devices(handset & Tablet)Technician

Ask



- Ask the students if they have ever come across a service cum repair manual.
- have they ever seen or made an activity report at a service centre.
- give few minutes to students to answer this question.

Elaborate



- How to interpret the service cum repair manual for handset repair sector.
 - A manual's function is to offer detailed written instructions for a place of business, organisation, task, or object. Examine examples from the real world as you learn about typical manual kinds like operations manuals and owner's manuals.
- explain the benefits of a service manual and the importance of following the same.
- importance of documentation

Demonstrate



- Demonstrate how to interpret the service manual and carry out work accordingly
- demonstrate how to maintain documents of all the activities that is carried out at the repair centre with respect to repairing the cell phones

UNIT 4.4 Achieve quality and Productivity Standards

Unit Objectives



At the end of this unit, students will be able to:

1. Describe certain problem-solving techniques
2. Understand the importance of honouring the TAT given to the customer

Resources to be Used



- Available objects such as white board, duster, marker pen, notebook, projector and other teaching aids, multimedia kit
- Presentation slides

Notes



- In this unit, we will discuss about few problem solving techniques and benefits of adhering to the TAT while servicing the customers.

Say



- Good morning and welcome back to this training program on Handheld Devices(handset & Tablet)Technician

Ask



- Ask the students how do they solve their problems occurring in their everyday life.
- check if they follow any techniques.
- ask them the benefits of being punctual and honoring the committed time.

Elaborate

- There are various techniques adopted while solving a problem. Most widely used problem solving technique is
- The Plan-do-check-act Procedure
 - Plan: Recognize an opportunity and plan a change.
 - Do: Test the change. Carry out a small-scale study.
 - Check: Review the test, analyze the results, and identify what you've learned.
 - Act: Take action based on what you learned in the study step.
- The second technique is Root Cause Analysis
 - The methodical analysis of issues to identify the fundamental causes that, when fixed, can avoid or considerably reduce the risk of a recurrence is known as root cause analysis (RCA), sometimes known as root cause failure analysis (RCFA). "Root causes" refer to these fundamental causes. It is crucial to understand that most issues have multiple contributing causes, and that if one of these reasons were removed, the issue would no longer exist.

Notes for Facilitation

- Explain with examples both the problem solving techniques. PDCA and the Root Cause Analysis tool.

Elaborate

Explain what is TAT?

- Turnaround time (TAT) is the time taken to complete a process. It is measured as the duration between an order request and the task completion (execution). It applies to any process, task, operation, or activity but is usually used in manufacturing, computing, or logistics.

explain the benefits of honoring the TAT?

- Setting customer expectations and providing them with an acceptable response time from the organization's perspective are the top two reasons for having TAT.
- It is a known truth that responding to a customer in the shortest amount of time possible promotes customer satisfaction and occasionally becomes the cause of joy.

Answers to Exercises for PHB

Answer the following:

1. write down the steps to prevent the malware.
Page No 219 Unit 4.2 Prevention of Malware and Virus
2. Explain the concept of TAT
Page No 224 Unit 4.4.2 Importance of honouring the TAT given to the customer

Fill the blanks:

1. control the flow of electric current
2. waiting time
3. AVO means amps, volts, ohms (another common name for a multimeter)
4. Apple phones (other apple devices like apple tabs)
5. PDCA problem solving technique is Plan, Do, Check, Act



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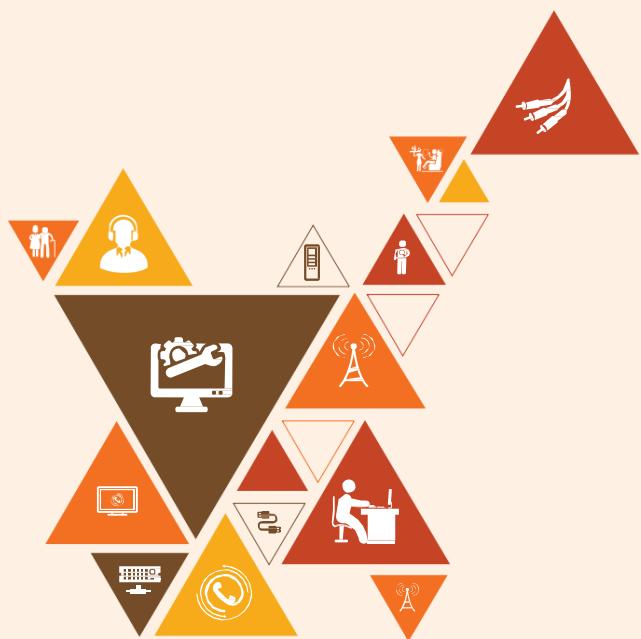
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& ENTREPRENEURSHIP

N·S·D·C
National
Skill Development
Corporation
Transforming the skill landscape



5. Plan work effectively Organize Resources and Implement safety Practices

- Unit 5.1 – Work Place Health and Safety
- Unit 5.2 – Different types of Health Hazards
- Unit 5.3 - Importance of safe working Places
- Unit 5.4 - Reporting Safety Hazards
- Unit 5.5 - Waste Management
- unit 5.6 - Organization's focus on Greening of Jobs



TEL/N9101

Key Learning Outcomes



At the end of this module, you will be able to:

1. Explain about workplace health and safety
2. understand different types of health hazards
3. Demonstrate various first-aid techniques
4. Understand the importance of safety at workplace
5. understand basic hygiene practices and hand washing techniques
6. Explain the need for Social Distancing
7. Understand the hazard reporting methods at workplace
8. Explain e-waste and process of disposing them
9. Explain the greening of jobs

UNIT 5.1: Workplace Health and Safety

Unit Objectives



At the end of this unit, the participants will be able to:

1. Understand about workplace health and safety
2. Explain tips to design a safe workplace
3. Explain precautions to be taken at a workplace

Resources to be Used



Notes



- In this unit, we will discuss about workplace health & safety.

Say



Good morning and welcome back to this training program on Telecom E-Waste Handler.
In this session, we will discuss about workplace health & safety practices.

Ask



Ask the trainees the following questions:

- What do you understand by workplace safety?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson.

Say



In this session, we will discuss the following points:

- Safety: Tips to design a safe workplace
- Non-Negotiable employee safety habits

Let us participate in an extempore activity to understand this unit better.

Activity



- This activity will be based on individual performance.
- Provide each trainee with a printout/Xerox copy of the safety hazard report
- Now ask each of them to fill up the report individually
- After completing, collect all the forms and evaluate them
- End the session by providing constructive feedback

Activity	Duration (in mins)	Resources Used
Role-play – Safety Hazard Report	40 minutes	Participant handbook, whiteboard, notebook, laptop, pen, pencil, marker, printout/Xerox copy of safety hazard report, etc.

Do



- Ensure that the report contains all possible hazards in the workplace, safety measures, and ways to counter the hazards if they occur
- Guide the trainees throughout the activity
- Ask the trainees if they have any questions
- Encourage other trainees in the class to answer it and encourage peer learning in the class
- Explain the consequences of not following the safety guidelines at the workplace

UNIT 5.2: Different types of Health Hazards

Unit Objectives



At the end of this unit, participants will be able to:

1. Understand the health hazards
2. Demonstrate First Aid Techniques

Resources to be Used



- Participant handbook, pen, notebook, whiteboard, markers, flipchart, laptop, overhead projector, laser pointer, equipment and tools, safety signs and symbols, safety equipment

Notes



- In this unit, we will discuss about different types of health hazards and first aid techniques

Say



- Good morning and welcome back to this training program on Telecom E-Waste Handler. In this session, we will discuss about different types of health hazards.

Ask



Ask the trainees the following questions:

- What is a health hazard?
- Can you name any health hazards that may occur at the workplace?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson.

Notes for Facilitation



Illness, injuries, and pain are part of human life. This can happen anyway. Every individual is prone to illness and injuries at anytime and anywhere.

In case of any of these, some kind of immediate medical attention or treatment is needed to reduce the discomfort, pain, and deterioration of the condition

Explain the first aid techniques for injuries due to various causes. For burns, electric shock, fracture due to accidental fall etc.

Explain the concept of CRP and give a demonstration using a video how to administer CRP for a patient suffering a heart attack.

Through a demonstration explain the use of various safety gadgets used in the workplace.

Say



In this session, we will discuss the following points:

- First aid
- First aid techniques
 - For burns
 - For broken bones and fractures
 - For heart attack/stroke
 - For head injury
- Using breathing apparatus
- Briefing and guidance for firefighters
- Evacuation process
- Special evacuation requirements for specially-abled persons
- Importance of fire safety drills

Let us participate in an activity to understand this unit better.

Activity



- This session will be in the form of a "Show and Explain " activity.
- In this activity, bring a few PPE (relevant to the job role) to the class and demonstrates each of them - safety helmet, safety goggles, gloves, ear muff, respirator, harness, safety boots, etc.
- Now ask the trainees to identify the PPE and state their usage
- After the session, you will select a few volunteers and make them wear PPEs.
- The focus of this activity is to select and use appropriate personal protective equipment compatible with the work and compliant with relevant occupational health and safety guidelines.

Activity	Duration (in mins)	Resources Used
Practical activity - PPE	40 minutes	Participant handbook, laptop, overhead projector, internet connection, various protective equipment like safety helmet, safety goggles, gloves, ear muff, respirator, harness, safety boots, etc.

Do

- Ensure that all trainees participate in the activity
- Share your inputs and insight to encourage the trainees and add to what they talk about

Summarize

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the different health hazards and video demo of how to wear the PPE kits and first aid techniques.

UNIT 5.3: Importance of safe working practices

Unit Objectives



At the end of this unit, participants will be able to:

1. Explain Basic Hygiene Practices
2. Understand the importance of Social Distancing
3. Demonstrate the safe working practices

Resources to be Used



- Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Notes



- In this unit, we will discuss about the importance of safe working practices.

Say



Good morning and welcome back to this training program on Telecom E-Waste Handler.
In this session, we will discuss about the importance of safe working practices

Ask



Ask the trainees the following questions:

- List a few personal hygiene tips that you regularly follow.
- How social distancing helps to reduce the spread of Covid 19?
- What are the various covid protocols people followed during the pandemic?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson.

Elaborate



In this session, we will discuss the following points:

- Basic hygiene practices
 - Personal hygiene
 - Personal hygiene practices at home
- Importance of social distancing
 - Social distancing and isolation
 - Self-quarantine
 - Disposing off the PPE kits
- Safe workplace practices
 - Supplies and Accessories in the first aid box
 - CPR

Say



- Let us participate in a practical activity to understand this unit better.

Notes for Facilitation



- Familiarize the trainees with the first aid box and the supplies inside it.
- Explain the importance of first aid and why is it good to know how to administer CRP for a patient who has suffered a heart attack.
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Practical

- Gather all the trainees in the laboratory and divide them into groups of two
- Ask each group to demonstrate the correct process for performing CRP
- Ensure the students follow all the steps of CPR in the correct sequence
- This activity can also be performed on a dummy, if available

Activity	Duration (in mins)	Resources Used
Practical activity - CPR	60 minutes	Participant handbook, whiteboard, notebook, laptop, pen, marker, dummy (if available), etc.

Do

- Prepare in advance and use appropriate energisers
- Encourage the students to explore how the training session can help them improve their work
- Keep the ambience constructive and positive
- Ensure each contribution is given fair consideration

Answers for Exercises for PHB

1. Burnt area should be kept under Lukewarm for a minimum of 10 minutes
2. Emergency exits should be easily accessible in case of fire
3. Antiseptic Cream or Solution must be applied to the wound to reduce the risk of infection
4. The RICE which is Rest, Ice, Compression and Elevation therapy must be applied to control and reduce swelling
5. CPR is Cardio Pulmonary Resuscitation

UNIT 5.4: Reporting Safety Hazards

Unit Objectives



At the end of this unit, participants will be able to:

1. Discuss the process of reporting in case of emergency (safety hazards)
2. Understand methods of reporting hazards

Resources to be Used



Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Say



Good morning and welcome to this training program on Customer Care Executive (Repair Centre)
In this session, we will discuss about reporting safety hazards.

Ask



Ask the trainees the following questions:

- What is a safety hazard?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson.

Elaborate



In this session, we will discuss the following points:

- Methods of reporting safety hazards
- Describing hazard matrix
- Hazard report form

Say



Let us participate in an activity to understand this unit better.

Notes for Facilitation



- Explain the trainees about reporting the safety hazards to the people concerned.
- Explain the 6C's of communication protocols followed in the organizations.
 - Communicate First
 - Communicate Rightly
 - Communicate Credibly
 - Communicate Empathetically
 - Communicate to instigate appropriate action
 - Communicate to promote respect
- Explain about the Hazard report form
- Ask the trainees if they have any questions
- Encourage other trainees to take part in the activity and encourage peer learning in the class
- Discuss the exercises at the end of the chapter in the Participant Handbook and encourage them to answers.

Activity



- Divide the class into small groups
- Conduct a quiz and ask questions related to the unit
- Display all questions on the projector screen
- Display the correct answer after all groups have got their chances of answering a given question

Activity	Duration (in mins)	Resources Used
Quiz – Interpreting Signs	40 minutes	Laptop, internet connection, overhead projector, white screen, whiteboard, markers, laser pointer

Do



- Ask a student to maintain the scores on the whiteboard
- Jot down the crucial points on the whiteboard as the students speak
- Share your inputs and insight to encourage the students and add to what they talk about
- Ensure that all students participate in the class
- Ask a student to summarise what was discussed in the session
- Demonstrate enthusiasm for the subject matter, course and participant's work

UNIT 5.5: Waste Management

Unit Objectives



At the end of this unit, participants will be able to:

1. explain what is e-waste?
2. Understand the concept of waste management
3. Explain the process of recycling e-waste

Resources to be Used



- Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Say



Good morning and welcome back to this training program on Telecom Customer Care Executive (Repair Centre).

In this session, we will discuss about waste management.

Ask



Ask the trainees the following questions:

- What do you understand by waste management?
- What are the sources of medical waste?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson.

Elaborate



In this session, we will discuss the following points:

- Introduction to e-waste
 - What is e-waste?
- Electronic goods/gadgets are classified under three major heads
- E-waste management process
- Recyclable and non-recyclable waste
- Colour codes of waste collecting bins
- Waste disposal methods
- Sources of waste
- Source of Pollution
- Types of Pollution – Air, Water, Soil, Noise, Light

Say

Let us participate in an extempore activity to understand this unit better.

Activity

- This activity will be based on individual performance.
- In this activity, you will give two topics to the trainees
- The first topic in this session will be air pollution.
- The second topic on which the trainees will prepare their extempore will be on waste disposal method.
- You will randomly pick up trainees and separate them into two groups.
- Ensure that the trainees are equal in number.
- Allot the trainees 2 minutes to prepare the topic you will give them.
- After the time is up, you will call out any trainee and ask them to speak on the topic for 5 minutes.
- The trainee, with a simple explanation but rich content, will be appreciated with accolades.

Activity	Duration (in mins)	Resources Used
Extempore	40 minutes	Participant Handbook, Whiteboard, Notebook, Pen, Pencil, Marker, etc.

Do

- Do a de-briefing of the activity
- Conduct a doubt clarification session if needed.
- Encourage the quiet and shy trainees to open up and speak

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any of the participants

UNIT 5.6: Organization's focus on Greening of Jobs

Unit Objectives



At the end of this unit, participants will be able to:

1. Understand the concept of ESG
2. Explain the different factors of ESG

Resources to be Used



- Participant handbook, pen, notebook, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Say



Good morning and welcome back to this training program on Telecom Customer Care Executive (Repair Centre).

In this session, we will discuss about greening of Jobs

Ask



Ask the trainees the following questions:

- What is ESG?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson.

Elaborate



In this session, we will discuss the following points:

- What is ESG?
 - ESG stands for Environmental, Social, and Governance.
 - Environmental, social, and governance (ESG) investing refers to a set of standards for a company's behaviour used by socially conscious investors to screen potential investments.
 - Investors are increasingly applying these non-financial factors as part of their analysis process to identify material risks and growth opportunities.
- Factors of ESG
 - Environmental
 - Social
 - Governance

Say

Let us participate in a group discussion to explore the unit a little more.

Activity

- Conduct a group discussion in the class on the factors of ESG
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of the ESG in recent times

Activity	Duration (in mins)	Resources Used
Group Discussion	45 minutes	Participant Handbook, Whiteboard, Notebook, laptop, Pen, Pencil, Marker, microphone and speakers etc.

Do

- Do a de-briefing of the activity
- Conduct a doubt clarification session if needed.
- Encourage the quiet and shy trainees to open up and speak
- Ensure a friendly and cordial atmosphere during the group discussion
- Give chance to each and everybody to give their opinion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any of the participants
- Discuss the proper combination technique in group discussion
- Make sure everybody understood the concept of greening of Jobs

Ask

- If they can, why can't you?
- Discuss concepts related to 'Creativity and Innovation' with the participants as given in the Participant Handbook.

Say

- Recall the stories on motivation.
- What is the inner drive that motivates people to succeed?
- Let's learn more about such creative and innovative entrepreneurs with the help of an activity.

Team Activity

- This is a group activity.
- Think of any one famous entrepreneur and write a few lines about him or her.

Activity De-brief

- Why did you choose this particular entrepreneur?
- What is his/her brand name?
- What creativity does he/she possess?
- What was innovative about their ideas?

Do

- Conduct a doubt clarification session if needed.
- Encourage the non-participating trainees to open up and speak

Summarize

- Summarize the unit by asking participants if they know of some people who are highly creative and innovative in their approach.
- Ask them to share some experiences about these people with the class.

Notes for Facilitation

- Source for stories on innovations:
<http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-Indians/20151208.htm>

Answers for Exercises for PHB

1. ESG stand for Environmental, Social, Governance
2. Governance factors include tax strategy, structure of the company, relationship with the stakeholders
3. The three causes of air pollution emissions from the car, factories emitting chemical dust, and pollen
4. Mining waste includes chemical gases
5. Landfill is a Waste that can't be recycled or reused
6. Green and blue coloured bins are used for disposing the waste
7. The plastics cans are trashed in Blue colored bin.
8. discarded electrical and electronic components are considered as e-Waste
9. glass part of e-waste is recycled and used again
10. E-waste is made up of hazardous substances like lead, mercury and Cadmium



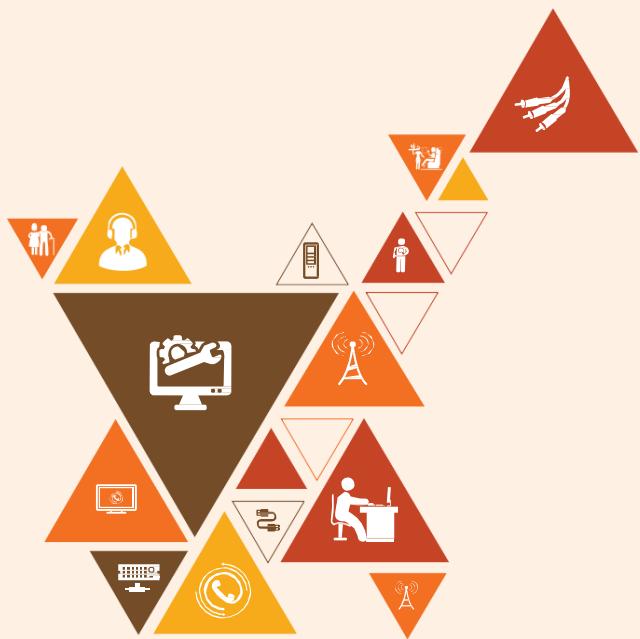
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6. Communication & Interpersonal Skills

Unit 6.1 - Interaction with supervisors, peers and Customers

Unit 6.2 - Explain the importance of developing sensitivity towards differently abled people



Key Learning Outcomes



At the end of this module, you will be able to:

1. Understand what communication is and the importance of communication in the workplace
2. Understand effective communication and how to communicate effectively for success
3. Discuss types of communication - verbal and non-verbal
4. Communicate at workplace
5. Communicate effectively with superiors
6. Communicate effectively with colleagues and customers using different modes viz face-to-face, telephonic and email communication
7. Understand the hurdles to effective communication
8. Conduct professionally at the workplace
9. Respect differences in gender and ability
10. Communicate effectively with a person with disabilities
11. Show respect for disabled people

UNIT 6.1: Interaction with supervisor, peers and customers

Unit Objectives



At the end of this unit, the participants will be able to:

4. Understand the importance of communication
5. Understand types of communication

Resources to be Used



Notes



- In this unit, we will discuss how to communicate effectively with supervisor, peers and customers

Say



Good morning and welcome to this training program on Customer Care Executive (Repair Centre)
In this session, we will discuss about effective communication with supervisor, peers and customers

Ask



Ask the trainees the following questions:

- What is communication?
- What is non-verbal communication?
- What are the barriers to effective communication?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson

Elaborate



In this session, we will discuss the following points:

- What is communication?
- Why is communication important?
- Effective communication
 - Effective communication for success
 - Significance of clear and effective communication
- Types of communication
 - Verbal communication
 - Non-Verbal communication
 - Signs and symbols
 - Gestures and expressions
- Communication at workplace
 - Communication with supervisors
 - Communication with colleagues & customers
 - Face-to-face communication
 - Telephonic communication
 - Email communication
- Importance of timely completion of tasks
- Standard operating procedure
- Escalation matrix
 - Escalation mechanism
 - Escalation through CRM
- Escalation Issues at work
 - What does it mean to escalate an issue at work?
 - When should you escalate an issue at work?
- Hurdles for effective communication
- Professional conduct
- Respect gender differences
- Communication with a disabled person
 - Communicating with people with a hearing impairment
 - Respect People with disability
 - Safety at the workplace for people with disability
 - Responsibilities of an employer towards disabled people
- Workplace adaptations for people with disability
 - Workplace adaptations

Say



In this session, we will discuss the following points:

Let us participate in the activity to understand all about effective communication

Activity



Scenario 1:

- This is an activity involving two. One volunteer as boss and the other as team member
- Provide the trainees with a scenario mentioned below
- You are the boss for a team of 15 members. You want to convey your displeasure regarding the performance of one of your team member. How would you convey this to him/her
- State what measures you will take to convey this matter to them.

Scenario 2:

- This is an activity involving two. One volunteer as boss and the other as team member
- Provide the trainees with a scenario mentioned below
- You are the boss for a team of 15 members. You want to appreciate one of your team mate's performance. He closed a big business deal of Rs.1 cr. How would you do?
- State what measures you will take to appreciate to them.

Activity	Duration (in mins)	Resources Used
Mock activity	60 minutes	Participant handbook, whiteboard, laptop, notebook, pen, pencil, marker, etc.

Do



- Ensure that all trainees participate in the class.
- Encourage the non-participating trainees to open up and speak.
- Do a de-briefing for this activity. You tell them, scolding is always done in private, one to one, whereas appreciation is always done in open in front of others, for them to feel happy about it and at the same time others get motivated to give their best performance.

Notes for Facilitation



- Ask them to answer the questions given in the participant manual.
- Ensure that all the participants answer every question.
- Answer all the doubts raised by the trainees in the class
- Discuss the proper communication technique in all the class activity

UNIT 6.2: Explain the importance of developing sensitivity towards differently abled people

Unit Objectives



At the end of this unit, participants will be able to:

- 3. Communicate Effectively with person with disabilities
- 4. Respect people with disability, at workplace

Resources to be Used



Notes



- In this unit, we will discuss about how to communicate effectively with people who has disabilities

Say



- Good morning and welcome back to this training program on Telecom Customer Care Executive (Repair Centre).
- In this session, we will discuss about how to communicate with people who are differently abled

Ask



Ask the trainees the following questions:

- What is an effective communication?
- Have they ever got an opportunity to help/assist a disabled person?

Write down the trainees' answers on the whiteboard/flipchart.

Draw appropriate cues from the answers and start teaching the lesson

Notes for Facilitation



A **disability** is any condition that makes it more difficult for a person to do certain tasks or interact with the people around them (socially or materially). These conditions, or defects, may be cognitive, developmental, intellectual, mental, physical, sensory, or a combination of multiple conditions.

As a co-worker, one should be empathetic with them and talk to them politely and with respect. Every work place has guidelines for handling these kinds of people. And all employees need to adhere to those guidelines.

Say



In this session, we will discuss the following points:

- What is a disability
- General tips for communication with disabled people
- Respect people with disability
- Work place safety for people with disability
- Work place adaptation by people with disability

Do



- Ensure that all trainees have understood the purpose of this module
- Encourage them to participate in the discussion

Summarize



- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Explain them how to interact with differently abled people, respect them and assist and support them to complete their work if need be.
- Learnt about effectively communicating with people who are differently abled.

Ask

- If they can, why can't you?
- Discuss concepts related to 'Creativity and Innovation' with the participants as given in the Participant Handbook.

Say

- Recall the stories on motivation.
- What is the inner drive that motivates people to succeed?
- Let's learn more about such creative and innovative entrepreneurs with the help of an activity.

Team Activity

- This is a group activity.
- Think of any one famous entrepreneur and write a few lines about him or her.

Activity De-brief

- Why did you choose this particular entrepreneur?
- What is his/her brand name?
- What creativity does he/she possess?
- What was innovative about their ideas?

Do

- Conduct a doubt clarification session if needed.
- Encourage the non-participating trainees to open up and speak

Summarize



- Summarize the unit by asking participants if they know of some people who are highly creative and innovative in their approach.
- Ask them to share some experiences about these people with the class.

Notes for Facilitation



- Source for stories on innovations:
<http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-young-Indians/20151208.htm>

Answers for Exercises for PHB

1. What are the three points you will focus on when you talk to people face to face?
 - i. Adjust the tone of voice, don't be too loud
 - ii. Make eye contact
 - iii. Use appropriate language
 - iv. Maintain adequate distance
 - v. Acknowledge, nod during interaction
 - vi. Use appropriate non-verbal gestures to communicate with persons with disabilities
2. Before sending the mail it's important to check the Grammar and Spelling of the content
3. When you interact through phone, provide your identity details like Name and Company
4. Add your Signature at the bottom of your mail.
5. The Customer Care Executives are responsible for handling customer queries

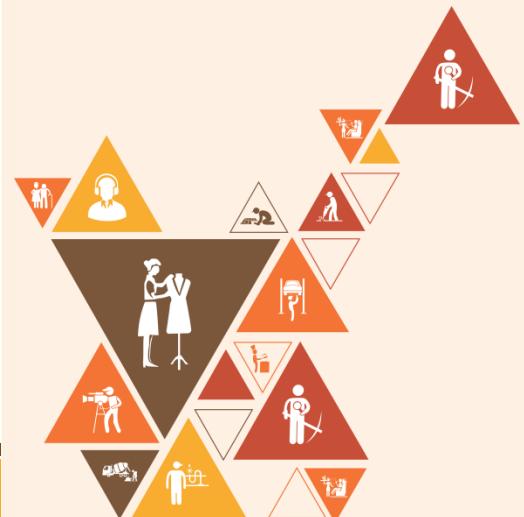




7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1	Role and Responsibilities of a Handheld Devices (Handset & Tablet) Technician	Introduction to the program Introduction to the Telecom Sector and the Role of Handheld Devices(Handset & Tablet) Technician	<ul style="list-style-type: none"> • Explain the overview of the Program • Explain the role and responsibilities of Handheld Devices(Handset & Tablet) Technician • Rules for Efficient Learning in the class room • Discuss the outcome of this training program and the employment opportunities for the trainees. • Describe the size and scope of the Telecom industry and its various sub-sectors • Handset vendors in India 	Bridge module	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Laptop with software like MS Office and internet, Whiteboard, Marker, Projector	6 T (4:00) P (2:00)
2		About Cell phones	<ul style="list-style-type: none"> • Evolution of cell phones • How does a cell phone works • common features of mobile phones • Popular use of mobile phones and popular mobile platforms 				16 T(10:00) P(6:00)
3		Organisation Policies and standards	<ul style="list-style-type: none"> • Explain the organisation policies and delivery standards • Explain personal management standards • discuss public relations norms 				8 T(6:00) P(2:00)
4	Repairing Handsets (TEL/N2213)	Prepare for receiving a handset	<ul style="list-style-type: none"> • inspect the repair area is neat and clean and ready for carrying out repairing • arrange the tools and equipments required for repairing • receive the phone from front end team and analyse the problem • diagnose the problem in the handset as per the organization standards • identify the root cause of the problem and inform supervisor if parts replacement is required. • inform the timelines and repair commitments as per the supervisor's observation and SLA guidelines • plan and prioritize activities to meet the delivery timeline 	N2213/PC1-PC6,PC10-PC12	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Laptop with software like MS Office and internet, Whiteboard, Marker, Projector	10 T(04:00) P(06:00)
5		Basic Electronics of a Mobile Phone	<ul style="list-style-type: none"> • Understand and differentiate between the various electronic components that are used in mobile handsets like PCB, IC, Power Section, CPU, LCD display, MIC, Speaker, Flash Light, Camera Section, head phone section, Transistor-Basics, Types, Symbol, Denoting Letter, PNP and NPN, EMMC chip off, Reballing and Soldering Concept, • Smartphone IMEI Repair Tools, CRU based Smartphone FRP etc 				70 T(32:00) P(38:00)
6		Fixing the firmware & Resetting the Phone	<ul style="list-style-type: none"> • understand various flashing tools, CPU based Smartphone Flashing, flashing handsets online/offline 				8 T(04:00) P(04:00)
7		Hardware Repair Tools	<ul style="list-style-type: none"> • Explain soldering, de-soldering, lead free soldering tools, using multimeter 				22 T(10:00) P(12:00)

8	Repairing Tablets (TEL/N2214)	Introduction to tablets and replacing common parts	<ul style="list-style-type: none"> Explain features of tablets Explain uses of tablets Explain different parts of tablets explain through demonstration how to replace different parts of tablets. 	N2214/PC1-8, PC14, PC16, PC17, PC18	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Tablets of different brands Laptop with software like MS Office and internet, Whiteboard, Marker, Projector	50 T:20:00 P(30:00)
9		Basic Troubleshooting & Safety guidelines	<ul style="list-style-type: none"> rectify the common software problems uninstall and reinstall the required apps with a valid login credentials take back up of data before dismantling the laptop check all ESD precautions are considered before repairing the laptop 	N2214/PC12, PC13, PC14, PC15-PC17, PC20,			30 T(10:00) P(20:00)
10	Process of carrying out the chip-level repair of mobile phone(TEL/N4631)	Perform chip level repairs	<ul style="list-style-type: none"> Use of denoting letters, colour coding, symbol and functions of the solid type and Surface Mounted Device (SMD) SMD diodes Properties and Functions of Electromagnetic coil Difference between and functions of Positive-Negative-Positive (PNP) and Negative- Positive-Negative (NPN) transistors Process of conducting diagnostic or power on tests for different types of Original Equipment Manufacturer (OEM) components 	ELE/N4631-PC1, PC2	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Tablets of different brands Laptop with software like MS Office and internet, Whiteboard, Marker, Projector	60 T(24:00) P(38:00)
11		Prepare necessary documentation	<ul style="list-style-type: none"> Prepare the job sheet for all the devices that come to the service centre Maintain the daily tracker, and adhere to the timelines as per the SLA, maintain the TAT 	ELE/N4631-PC17, PC18, PC19			20 T(06:00) P(12:00)
12	Organise resources and work effectively and safely	Perform work as per quality standards	<ul style="list-style-type: none"> Employ appropriate ways to keep the workspace clean and tidy Discuss how to perform individual roles and responsibilities as per the job role while taking accountability for the work Show how to record/document tasks completed as per the requirements within specific timelines Perform the steps to implement schedules to ensure the timely completion of tasks Identify the cause of a problem related to your own work and validate it Apply appropriate techniques to analyse problems accurately and communicate different possible solutions to the problem 	TEL/N9101 PC1, PC2, PC3, PC4, PC5, PC6	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Whiteboard/blackboard marker /chalk, Duster, Computer or Laptop attached to LCD projector, Personal Protection Equipment: Safety glasses, Head protection, Rubber gloves, Safety footwear, Warning signs and tapes, Fire extinguisher and First aid kit	6 T(2:00) P(4:00)

13		<p>Maintain a safe, healthy and secure working environment (Part - 1)</p> <ul style="list-style-type: none"> • Discuss how to comply with the organisation's current health, safety, security policies and procedures • Demonstrate the steps to check for water spills in and around the workspace and escalate these to the appropriate authority • Practice reporting any identified breaches in health, safety, and security policies and procedures to the designated person • Use safety materials such as goggles, gloves, earplugs, caps, ESD pins, covers, shoes, etc. • Apply required precautions to avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence • Identify hazards such as illness, accidents, fires or any other natural calamity safely, as per the organisation's emergency procedures, within the limits of the individual's authority • Explain the importance of regularly participating in fire drills or other safety-related workshops organised by the company • Discuss the significance of reporting any hazard outside the individual's authority to the relevant person in line with organisational procedures and warn others who may be affected 	<p>TEL/N9101 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14</p>			<p>6 T(2:00) P(4:00)</p>
14		<p>Maintain a safe, healthy and secure working environment (Part - 2)</p> <ul style="list-style-type: none"> • Explain how to maintain appropriate posture while sitting/standing for long hours • Employ appropriate techniques to handle heavy and hazardous materials with care while maintaining an appropriate posture • Discuss the importance of sanitising workstations and equipment regularly • Discuss how to avoid contact with anyone suffering from communicable diseases and take necessary precautions • Show how to clean hands with soap and alcohol-based sanitiser regularly • List the safety precautions to be taken while travelling, e.g., maintain a 1m distance from others, sanitise hands regularly, wear masks, etc. • Role-play a situation to report hygiene and sanitation issues to the appropriate authority • Discuss how to follow recommended personal hygiene and sanitation practices, for example, washing/sanitising hands, covering the face with a bent elbow while coughing/sneezing, using PPE, etc. 	<p>TEL/N9101 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22</p>			<p>6 T(2:00) P(4:00)</p>

15		Conserve material / energy / electricity	<ul style="list-style-type: none"> • Apply appropriate ways to optimise the usage of material, including water, in various tasks/activities/processes • Use resources such as water, electricity and others responsibly • Demonstrate the steps to carry out routine cleaning of tools, machines and equipment • Apply appropriate ways to optimise the use of electricity/energy in various tasks/activities/processes • Perform periodic checks of the functioning of the equipment/machine and rectify wherever required • Explain the significance of reporting malfunctioning and lapses in the maintenance of equipment • Use electrical equipment and appliances properly 	TEL/N9101 PC23, PC24, PC25, PC26, PC27, PC28, PC29			6 T(2:00) P(4:00)
16		Use effective waste management / recycling practices	<ul style="list-style-type: none"> • Identify recyclable, non-recyclable and hazardous waste • Apply appropriate ways to deposit recyclable and reusable material at the identified location • Explain the process to dispose of non-recyclable and hazardous waste as per recommended processes 	TEL/N9101 PC30, PC31, PC32			6 T(2:00) P(4:00)
17	Communication and interpersonal skills	Interact effectively with superiors	<ul style="list-style-type: none"> • Explain how to receive work requirements from superiors and customers and interpret them correctly • Role-play a situation to inform the supervisor and/or concerned person about any unforeseen disruptions or delays • Practice participating in decision-making by providing facts and figures, giving/accepting constructive suggestions • Practice rectifying errors as per feedback and ensure the errors are not repeated 	TEL/N9102 PC1, PC2, PC3, PC4	Classroom lecture / PowerPoint Presentation / Question & Answer / Group Discussion	Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations, Sample of escalation matrix, organisation structure	6 T(2:00) P(4:00)
18		Interact effectively with colleagues and customers (Part - 1)	<ul style="list-style-type: none"> • Discuss how to comply with the organisation's policies and procedures for working with team members • Apply appropriate modes of communication, such as face-to-face, telephonic and written, to communicate professionally • Show how to respond to queries and seek/provide clarifications if required 	TEL/N9102 PC5, PC6, PC7			6 T(2:00) P(4:00)
19		Interact effectively with colleagues and customers (Part - 2)	<ul style="list-style-type: none"> • Illustrate the process to co-ordinate with the team to integrate work as per requirements • Discuss how to resolve conflicts within the team/with customers to achieve a smooth workflow • Discuss how to recognise emotions accurately in self and others to build good relationships • State how to prioritise team and organisation goals above personal goals 	TEL/N9102 PC8, PC9, PC10, PC11			6 T(2:00) P(4:00)

20		Gender sensitisation	<ul style="list-style-type: none"> •Explain how to maintain a conducive environment for all genders in the workplace •Discuss ways to encourage appropriate behaviour and conduct with people across gender •Explain how to ensure equal participation of people across genders in discussions 	TEL/N9102 PC12, PC13, PC16			6 T(2:00) P(4:00)
21		PwD sensitisation	<ul style="list-style-type: none"> •Identify ways to assist team members with a disability in overcoming any challenges faced at work •Practice appropriate verbal and non-verbal communication while interacting with People with Disability (PWD) 	TEL/N9102 PC14, PC15			6 T(2:00) P(4:00)
22	Employability Skills	DGT/VSQ/N0102 Employability Skills		DGT/VSQ/N0101			60 hrs
Grand Total: 540 hrs							
Total Theory Duration: 150 hrs							
Total Practical Duration: 210 hrs							
OJT Duration: 120							
DGT Employability Skills: 60							

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Handheld Devices (Handset & Tablet) Technician	
Job Role	Handheld Devices(Handset & Tablet) Technician
Qualification Pack	TEL/Q2201, version 4.0
Sector Skill Council	Telecom Sector Skill Council

S. N	Guidelines for Assessment
1	Each Element/ 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 Element/ PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6	To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessment Criteria

Assessment Outcomes	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
TEL/N2213: Repair and Test Handsets	PC1. collect the faulty handheld devices from the customer care executives or front-end executives	2	-	-	-
	PC2. assist the supervisor in analysing the requirements, issues and functionality problems reported by the customer/front-end team	2	-	-	-
	PC3. identify the timelines and repair commitments based on the directions received from supervisor and as specified in the Service Level Agreement (SLA)	2	-	-	-
	PC4. plan and prioritize activities related to delivery timeline and issues under supervision	2	-	-	-
	PC5. diagnose the fault as listed in the company specific database under supervision and check if it is a hardware or software related issue	2	6	-	1
	PC6. assist the supervisor in identifying the root cause of the fault to determine if any part requires replacement	-	-	-	1
	PC7. identify the cause of fault by conducting appropriate diagnostic tests	2	-	-	-
	PC8. check if the part or component required for repair is available at the store or needs to be ordered from the regional service centre	-	4	-	-
	PC9. list all options for rectifying the fault under supervisor's guidance	2	-	-	1
	PC10. collect the parts to be replaced/repaired from the store/inventory keeper	-	2	-	-
	PC11. collect all tools and equipment required for repair/replacement of parts	-	2	-	-
	PC12. inspect the repair table and area to check if its clean and dust free	2	-	-	1

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
TEL 2213/ Repair and Test Handsets	PC13. check if all equipment required for repair and testing are calibrated as per the specified environment parameters detailed by the handset manufacturer	2	-	-	1
	PC14. check if lead-free soldering tools are available and ready for use	2	-	-	-
	PC15. verify that all Electro Static Discharge (ESD) precautions are considered before starting repair	1	-	-	-
	PC16. backup all user data using authorized mechanism and medium	-	4	-	-
	PC17. dismantle handset and remove the components/parts under supervision and as per organizational guidelines/procedures	-	4	-	-
	PC18. assist the supervisor in repairing the handset using authorized tools and equipment	-	4	-	1
	PC19. replace components and parts w.r.t manufacturer specifications as per the instructions received by supervisor	-	4	-	1
	PC20. verify that all parts of the handset are inserted properly and are contained within the body	2	-	-	-
	PC21. assemble the handset properly under supervision of superior using appropriate tools and appropriate procedure	-	4	-	-
	PC22. document the package details about case parts/components that are replaced and hold warranty	1	-	-	-
	PC23. escalate any emergency situation/unresolved issues to the supervisor	1	-	-	-
	PC24. assist supervisors in checking that the repairs conform to the quality targets in terms of bounce and repeat repair percentages, first time fix etc.	-	4	-	1
	PC25. perform necessary software fault rectification such as correction/upgradation, software replacement etc. under supervision	-	4	-	2

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
TEL/2213: Repair and Test Handsets	PC26. test the effectiveness of the repair based on the directions received by supervisor and by using appropriate testing equipment	2	2	-	2
	PC27. check that the fault has been rectified without any collateral damage to the handset	1	2	-	1
	PC28. send the repaired handset to the authorized personnel	1	1	-	-
	PC29. return all tools and equipment to the store in clean and working condition	1	1	-	-
	PC30. clean the repair bench/table to ensure no loose screws/parts are lying around	1	-	-	1
	PC31. send the replaced defective part to the authorized personnel	2	1	-	-
	PC32. document the repairs and replacement work for the handset along with time, date, handset specifications, complaint number etc.	1	-	-	-
	PC33. inform all relevant personnel (including supervisors, front-end teams) about the completion of the repair activity	1	1	-	1
	NOS Total	35	50	-	15

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>TEL/2214: Repair and Test Tablets</i>	PC1. collect the faulty tablets from the customer care executives or front-end executives	1	1	-	-
	PC2. record the faults listed by the customer	1	1	-	-
	PC3. collect the repair details such as delivery time and any other special requests from the customer	1	1	-	-
	PC4. diagnose the fault as listed in the company specific database and check if it is a hardware or software related issue	2	4	-	-
	PC5. check if the part/component required for repair is available at the store or needs to be ordered from the regional service centre	2	4	-	1
	PC6. list all options to rectify the fault and confirm with supervisors, if required	1	1	-	1
	PC7. collect the replacement or repair parts from the store/inventory keeper	1	1	-	-
	PC8. collect all tools and equipment required for repair/replacement of parts	1	3	-	-
	PC9. inspect the repair table and area to check if it is clean and dust-free	2	2	-	1
	PC10. check if all equipment required for repair and testing are calibrated and as per the specified environment parameters detailed by the tablet manufacturer	-	4	-	-
	PC11. check if lead-free soldering tools are available and ready for use	2	4	-	-
	PC12. check all Electrostatic discharge precautions are considered before starting repair	1	1	-	-
	PC13. backup all user data using authorized mechanism and medium	2	2	-	-

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>TEL/2214: Repair and Test Tablets</i>	PC14. dismantle tablet and remove the components/parts as per organizational guidelines/procedures and following the manufacturer specifications	2	4	-	-
	PC15. assist the senior in repairing of tablet using authorized tools and equipment	1	4	-	-
	PC16. replace components and parts under the supervisor of senior and as per manufacturer specifications	-	4	-	-
	PC17. check that all parts of the tablet are inserted properly and are contained within the body	2	-	-	1
	PC18. Assemble tablet properly as per the directions received from senior by using appropriate tools and appropriate procedure	-	2	-	1
	PC19. escalate any issue or emergency situation/unresolved issues to the supervisor	1	-	-	-
	PC20. perform necessary software fault rectification such as correction/upgradation, software replacement, etc. under senior supervision	2	2	-	-
	PC21. use Block Diagram/Manual Schematics for Service Manual, Disassembly and Reassembly, Exploded view, Product specification and Troubleshooting	-	2	-	-
	PC22. perform chip level repair—reballing function by dismantling, heating the chip to be removed from the board, remove the solder remains, put new solder balls, place the chip and solder them	-	2	-	-
	PC23. assist in testing the effectiveness of the repair by utilizing appropriate testing equipment	2	4	-	-
	PC24. ensure that the tablet was not damaged in any way during repair	1	2	-	-
	PC25. send the repaired tablet to the authorized personnel	1	-	-	-

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	PC26. return all tools and equipment to the store in clean and working condition	2	-	-	1
	PC27. clean the repair bench/table to ensure no loose screws/parts are lying around	2	-	-	2
	PC28. send the replaced defective part to the authorized personnel	2	-	-	2
	NOS Total	35	55	-	10

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
ELE/N4631: Carry out Chip level Repair in Mobile Phone	PC1. determine the chip-level issue with the mobile phone by examining various sections of the mobile phone such as charging, MMC, touchpad, camera, using the appropriate tools and equipment such as the multimeter, Surface Mounting Device (SMD) tester, F-Finder Tool, etc.	4	5	-	-
	PC2. estimate the repair cost, ensuring it is within the Beyond Economic Repair (BER) cost and inform the customer about the type of chip-level repair/replacement required in the mobile phone	2	3	-	2
	PC3. open the outer panel and inner casing of the mobile phone using the manufacturer- approved tools and equipment	2	3	-	2
	PC4. identify and release the connectors to remove the motherboard from the device	1	2	-	-
	PC5. remove the LCD screen from the panel using the appropriate tools and equipment such as a hot air gun	2	3	-	-
	PC6. follow the manufacturer-approved block diagram/manual schematics/ exploded view chart while disassembling the mobile phone	1	1	-	-
	PC7. determine the level of module repair required in the mobile phone	1	1	-	-
	PC8. ensure the availability of new module(s) to install in the place of the faulty module(s)	2	1	-	-
	PC9. preheat the PCB and remove the module using a hot air-gun	1	3	-	1
	PC10. place the new module on the board at the specified location using chip-level technology and relevant tools	2	3	-	-

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
ELE/N4631: Carry out Chip level Repair in Mobile Phone	PC11. solder the module following the chip-level technology, ensuring it is secured in its place	3	3	-	1
	PC12. remove the solder remains from the PCB	-	2	-	1
	PC13. use the OCA lamination machine to replace polarizer film, remove broken glass, replace blank/white LCD, replace broken glass edge / curved display	2	1	-	1
	PC14. use the bubble remover to remove any bubbles formed on the screen and calibrate the touchscreen if required	2	1	-	-
	PC15. co-ordinate with a senior engineer/ technician for complex repair needs	1	-	-	-
	PC16. perform the recommended quality checks of the repaired or replaced module to ensure the issue has been fixed	-	1	-	-
	PC17. prepare the required documents and report the work progress to the supervisor	3	3	-	-
	PC18. document the work completed in the physical registers and/ or the company's Enterprise Resource Planning (ERP) software for tracking and future references	3	4	-	-
	PC19. carry out repair of the mobile phone within the agreed time	2	4	-	1
	PC20. use the compatible and manufacturer- approved tools, equipment and spare parts for mobile repair	3	2	-	-
	PC21. ensure minimum wastage of materials and resources	2	4	-	1
	PC22. follow the recommended practices to ensure no damage happens to the mobile phone during the repair process	1	-	-	-
	NOS Total	40	50	-	10

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
TEL/N9101: Organise work and Resources as per Health and Safety Standards	PC1. keep workspace clean and tidy	-	1	-	-
	PC2. perform individual role and responsibilities as per the job role while taking accountability for the work	1	1	-	1
	PC3. record/document tasks completed as per the requirements within specific timelines	-	1	-	1
	PC4. implement schedules to ensure timely completion of tasks	-	2	-	-
	PC5. identify the cause of a problem related to own work and validate it	2	2	-	-
	PC6. analyse problems accurately and communicate different possible solutions to the problem	1	2	-	-
	PC7. comply with organisation's current health, safety, security policies and procedures	1	1	-	-
	PC8. check for water spills in and around the work space and escalate these to the appropriate authority	1	2	-	1
	PC9. report any identified breaches in health, safety, and security policies and procedures to the designated person	1	2	-	1
	PC10. use safety materials such as goggles, gloves, ear plugs, caps, ESD pins, covers, shoes, etc.	1	2	-	1
	PC11. avoid damage of components due to negligence in ESD procedures or any other loss due to safety negligence	2	3	-	1
	PC12. identify hazards such as illness, accidents, fires or any other natural calamity safely, as per organisation's emergency procedures, within the limits of individual's authority	2	1	-	-

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
TEL/N9101: Organise work and Resources as per Health and Safety Standards	PC13. participate regularly in fire drills or other safety related workshops organised by the company	1	3	-	-
	PC14. report any hazard outside the individual's authority to the relevant person in line with organisational procedures and warn others who may be affected	1	3	-	-
	PC15. maintain appropriate posture while sitting/standing for long hours	1	1	-	-
	PC16. handle heavy and hazardous materials with care, while maintaining appropriate posture	1	1	-	-
	PC17. sanitize workstation and equipment regularly	1	2	-	-
	PC18. clean hands with soap, alcohol-based sanitizer regularly	-	1	-	-
	PC19. avoid contact with anyone suffering from communicable diseases and take necessary precautions	-	1	-	-
	PC20. take safety precautions while travelling e.g. maintain 1m distance from others, sanitize hands regularly, wear masks, etc.	1	2	-	-
	PC21. report hygiene and sanitation issues to appropriate authority	1	1	-	-
	PC22. follow recommended personal hygiene and sanitation practices, for example, washing/sanitizing hands, covering face with a bent elbow while coughing/sneezing, using PPE, etc.	1	1	-	-
	PC23. optimize usage of material including water in various tasks/activities/processes	1	2	-	-
	PC24. use resources such as water, electricity and others responsibly	1	2	-	1
	PC25. carry out routine cleaning of tools, machine and equipment	1	2	-	-

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
TEL/N9101: Organise work and Resources as per Health and Safety Standards	PC26. optimize use of electricity/energy in various tasks/activities/processes	1	3	-	1
	PC27. perform periodic checks of the functioning of the equipment/machine and rectify wherever required	1	3	-	1
	PC28. report malfunctioning and lapses in maintenance of equipment	1	2	-	-
	PC29. use electrical equipment and appliances properly	1	2	-	-
	PC30. identify recyclable, non-recyclable and hazardous waste	1	2	-	1
	PC31. deposit recyclable and reusable material at identified location	1	3	-	-
	PC32. dispose non-recyclable and hazardous waste as per recommended processes	1	3	-	-
NOS Total		30	60	-	10

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theoretical Marks	Practical Marks	Project Marks	Viva Marks
TEL/N9102: Interact effectively with team members and customers	PC1. receive work requirements from superiors and customers and interpret them correctly	1	2	-	-
	PC2. inform the supervisor and/or concerned person about any unforeseen disruptions or delays	2	4	-	1
	PC3. participate in decision making by providing facts and figures, giving/accepting constructive suggestions	2	5	-	1
	PC4. rectify errors as per feedback and ensure the errors are not repeated	2	4	-	-
	PC5. comply with organisation's policies and procedures for working with team members	1	2	-	-
	PC6. communicate professionally using appropriate mode of communication such as face-to-face, telephonic and written	2	4	-	1
	PC7. respond to queries and seek/provide clarifications if required	2	4	-	1
	PC8. co-ordinate with team to integrate work as per requirements	-	3	-	-
	PC9. resolve conflicts within the team/with customers to achieve smooth workflow	1	5	-	1
	PC10. recognize emotions accurately in self and others to build good relationships	1	4	-	-
	PC11. prioritize team and organization goals above personal goals	-	4	-	1
	PC12. maintain a conducive environment for all the genders at the workplace	2	5	-	1

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
TEL/N9102: Interact effectively with team members and customers	PC13. encourage appropriate behavior and conduct with people across gender	2	5	-	1
	PC14. assist team members with disability in overcoming any challenges faced in work	3	4	-	1
	PC15. practice appropriate verbal and non-verbal communication while interacting with People with Disability (PwD)	2	4	-	1
	PC16. ensure equal participation of the people across genders in discussions	2	6	-	-
	NOS Total	25	65	-	10

Assessment Criteria

Assessment Criteria	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
DGT/VSQ/N0102: Employability Skills (60 Hours)	<i>Introduction to Employability Skills</i>	1	1	-	-
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	<i>Constitutional values – Citizenship</i>	1	1	-	-
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
	<i>Basic English Skills</i>	2	3	-	-
	PC7. use basic English for everyday conversationin different contexts, in person and over the telephone	-	-	-	-
	PC8. read and understand routine information, notes, instructions, mails, letters etc.	-	-	-	-

Assessment Criteria

	written in English				
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	<i>Career Development & Goal Setting</i>	1	2	-	-
	PC10. understand the difference between job and career	-	-	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
	<i>Communication Skills</i>	2	2	-	-
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
	PC13. work collaboratively with others in a team	-	-	-	-
	<i>Diversity & Inclusion</i>	1	2	-	-
	PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	<i>Financial and Legal Literacy</i>	2	3	-	-
	PC16. select financial institutions, products and services as per requirement	-	-	-	-
	PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
	<i>Essential Digital Skills</i>	3	4	-	-

Assessment Criteria

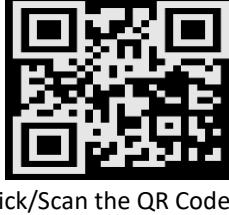
	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
	PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
	<i>Entrepreneurship</i>	2	3	-	-
	PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
	PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price,	-	-	-	-
	Place and Promotion				
	PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
	<i>Customer Service</i>	1	2	-	-
	PC26. identify different types of customers	-	-	-	-
	PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
	PC28. follow appropriate hygiene and grooming standards	-	-	-	-
	<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
	PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-

Assessment Criteria

	PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	NOS Total	20	30	-	-

Do

- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
- Explain that for the first NOS, 50 marks are allotted for Theory and & 50 for Skills Practical.

Chapter No	Unit No	Topic Name	Page No in PHB	QR Code
1	1.2	About Cell Phones	33	
				Click/Scan the QR code to know the basic understanding of the smartphone
2	2.3	Resetting a phone	71	
				Click/Scan the QR Code for Resetting an android phone
3	2.5	Hardware Repair Tool	82	
				Click/Scan the QR Code to replace motherboard in a smartphone
4	3.2	Replacing Common Parts	166	
				Click/Scan the QR Code for Replacing the battery of a tablet
5	5.3	Importance of safe working practices	232	
				Click/Scan this QR code to view the video First Aid at work place

Chapter No	Unit No	Topic Name	Page No in PHB	QR Code
6	5.3	Importance of safe working practices	241	 Click/Scan the QR code to view the video on hand washing techniques
7	5.3	Importance of safe working practices	248	 Click/Scan this QR code to view the video on CPR Techniques
8	5.5	Waste Management	255	 Click/Scan this QR code to view the video on Waste Management
9	6.1	Types of Communication	265	 Click/Scan this QR code to view the video on Types of Communication
10	6.1	Types of Communication	269	 Click/Scan this QR code to view the video on communication with customer and colleagues
11	6.1	Types of Communication	271	 Click/Scan this QR code to view the video on Effective Telephone Communication

Chapter No	Topic Name	QR Code
12	Employability Skills	 Click/Scan the QR code to access e-Book on Employability Skills





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