



# Model Curriculum

**QP Name: Record Keeper- Sewn Items Manufacturing**

**QP Code: AMH/Q1920**

**QP Version: 3.0**

**NSQF Level: 3**

**Model Curriculum Version: 3.0**

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## Training Parameters

Sector	Apparels
Sub-Sector	Apparel, Made-Ups & Home Furnishing
Occupation	Department Supervision
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	<ul style="list-style-type: none"> <li>8th grade pass with 3-year relevant experience</li> <li>Previous relevant Qualification of NSQF Level 2.5 with 1.5 years relevant experience</li> <li>Previous relevant Qualification of NSQF Level 2 with 3 years relevant experience</li> </ul>
Pre-Requisite License or Training	
Minimum Job Entry Age	18 Years
Last Reviewed On	18-02-2025
Next Review Date	18-02-2028
NSQC Approval Date	18/02/2025
QP Version	3.0
Model Curriculum Creation Date	08/01/2025
Model Curriculum Valid Up to Date	18-02-2028
Model Curriculum Version	3.0
Minimum Duration of the Course	300
Maximum Duration of the Course	300

## Program Overview

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

### Training Outcomes

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

- *Introduction to Record Keeper*
- *Comply with industry, regulatory and organizational requirements and Greening of Job Roles*
- *Plan to identify recording needs and assign a unique identification to records.*
- *Establish and maintain records as evidence to process performance.*
- *Maintain health, safety and security in the record keeping work area with Gender & PwD Sensitization*
- *Soft Skills: Bridge Module*

### Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>AMH/N1920: Plan to identify record needs and assign unique identification to records</b> <b>NOS Version- 3.0</b> <b>NSQF Level- 3</b>	30.00	60.00	30.00	0.00	120.00
Module 1: Introduction (Bridge Module)	3.00	0.00	0.00	0.00	3.00
Module 2: Plan to identify record needs and assign unique identification to records	27.00	60.00	30.00	0.00	117.00
<b>AMH/N1921: Establish and maintain records as evidence to process performance</b> <b>NOS Version- 2.0</b> <b>NSQF Level- 3</b>	15.00	75.00	0.00	0.00	90.00
Module 3: Establish and maintain records as evidence to process performance	15.00	75.00	0.00	0.00	90.00

<b>AMH/N1922: Maintain health, safety and security in the record keeping work area &amp; Gender Sensitivity Requirements &amp; PWD</b> <b>NOS Version- 2.0</b> <b>NSQF Level- 3</b>	18.00	12.00	0.00	0.00	30.00
Module 4: Maintain health, safety and security in the record keeping work area & Gender Sensitivity Requirements & PWD	18.00	12.00	0.00	0.00	30.00
<b>AMH/N0104: Comply with industry, regulatory and organizational requirements and Greening of Job Roles</b> <b>NOS Version- 22.0</b> <b>NSQF Level- 2.5</b>	15.00	15.00	0.00	0.00	30.00
Module 5: Comply with industry, regulatory and organizational requirements and Greening of Job Roles	15.00	15.00	0.00	0.00	30.00
<b>DGT/VSQ/N0101: Employability Skills</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 2</b>	12.00	18.00	0.00	0.00	30.00
Module 6: Employability Skills	12.00	18.00	0.00	0.00	30.00
	<b>90.00</b>	<b>180.00</b>	<b>30.00</b>	<b>0.00</b>	<b>300.00</b>

## Module Details

### Module Name 1: Introduction and Orientation to Record Keeper *Mapped to Bridge Module*

#### Terminal Outcomes:

- Describe the outline of the Apparel industry in India
- Recognize various employment opportunities for a 'Record Keeper' in the apparel industry.
- Identify apparel production process and the role that the 'Record Keeper' plays in the process.

<b>Duration:</b> <03:00>	<b>Duration:</b> <00:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe the size and scope of the apparel industry.</li> <li>Explain roles and responsibilities of a 'Record Keeper'.</li> <li>Describe various employment opportunities for a 'Record Keeper' in the apparel industry.</li> <li>Describe the apparel production process and the role that the 'Record Keeper' plays in the process.</li> </ul>	
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	

**Training kit (Trainer guide, Presentations)**

## Module Name 2: Plan to identify record needs and assign a unique identification to records

*Mapped to AMH/N1920 (version 2.0)*

### Terminal Outcomes:

- Describe scope and sensitivity of data types like data related to production, quality, design, R&D etc.
- Describe the record-keeping methods used in the organization.
- Define codes and naming criteria for quality records at different stages of organization processes.
- Describe the flow-chart of the organization's manufacturing processes.

<i>Duration: 27:00</i>	<i>Duration: 60:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe scope and sensitivity of data types like data related to production, quality, design, R&amp;D etc.</li> <li>• Describe the record-keeping methods used in the organization.</li> <li>• Define codes and naming criteria for quality records at different stages of organization processes.</li> <li>• Describe the flow-chart of the organization's manufacturing processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify data collection procedure and practices.</li> <li>• Identify the mode of collecting data for records like direct measurement, offline data collection, online data collection, data collection for sampling etc.</li> <li>• Explain sampling methods related to data collection.</li> <li>• Identify the need for accounting of materials at different process stages as per quality plan like cutting, stitching, finishing, etc.</li> <li>• Identify needs for recording data related to HR, stores, etc.</li> <li>• Identify needs for recording data related to quality parameters and inspection/testing results like fabric inspection, stitching defects, colour fastness, etc.</li> <li>• Identify the mode of data collection with respect to cost, time, precision and accuracy related to the overall organization.</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
<b>Training kit (trainer guide, presentations)</b> <b>Unique Equipment Required:</b> Computer With Computer Table And Chairs and peripherals, software's, Printer, Photocopier/Projector/Photocopier, Table Big, Basic stationary, Calculator, Company Quality Standards Handbook/Guidelines, Fabric/Accessories/trims Swatch File, Trainees stools, Students manuals/notes, Teachers table and chair, Students chairs with table arms, White /Black Board /Marker/duster, Buyer Requirement/Comment Sheet, Documents set(Tech Pack Sheets, size chart, trim card ,fabric worksheet, style confirmation sheet, Specification Sheet, fabric consumption chart, record maintenance sheet etc.), First Aid, Fire Extinguisher & Dustbin, Apparel, Made-ups and Home Furnishing samples.	

## Module Name 3: Establish and maintain records as evidence to process performance

*Mapped to AMH/N1921 (version 2.0)*

### Terminal Outcomes:

- Describe scope and sensitivity of data types like data related to production, quality, design, R&D etc.
- Describe the record-keeping methods used in the organization.
- Define codes and naming criteria for quality records at different stages of organization processes.
- Describe the flow-chart of the organization's manufacturing processes.

<i>Duration: 15:00</i>	<i>Duration: 75:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe scope and sensitivity of data types like data related to production, quality, design, R&amp;D etc.</li> <li>• Describe the record-keeping methods used in the organization.</li> <li>• Define codes and naming criteria for quality records at different stages of organization processes.</li> <li>• Describe the flow-chart of the organization's manufacturing processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify data collection procedure and practices.</li> <li>• Identify the mode of collecting data for records like direct measurement, offline data collection, online data collection, data collection for sampling etc.</li> <li>• Explain sampling methods related to data collection.</li> <li>• Identify the need for accounting of materials at different process stages as per quality plan like cutting, stitching, finishing, etc.</li> <li>• Identify needs for recording data related to HR, stores, etc.</li> <li>• Identify needs for recording data related to quality parameters and inspection/testing results like fabric inspection, stitching defects, colour fastness, etc.</li> <li>• Identify the mode of data collection with respect to cost, time, precision and accuracy related to the overall organization.</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
<b>Training kit (trainer guide, presentations)</b> <b>Unique Equipment Required:</b> Computer With Computer Table and Chairs and peripherals, software's, Printer, Photocopier/Projector/Photocopier, Table Big, Basic stationary, Calculator, Company Quality Standards Handbook/ Guidelines, Fabric/Accessories/trims Swatch File, Trainees stools, Students manuals/notes, Teachers table and chair, Students chairs with table arms, White /Black Board /Marker/duster, Buyer Requirement/Comment Sheet, Documents set (Tech Pack Sheets, size chart, trim card, fabric worksheet, style confirmation sheet, Specification Sheet, fabric consumption chart, record maintenance sheet etc.), First Aid, Fire Extinguisher & Dustbin, Apparel, Made-ups and Home Furnishing samples.	

## Module Name 4: Maintain health, safety and security in the record keeping work area with Gender & PWD Sensitization

### Mapped to AMH/N1922 (version 22.0)

#### Terminal Outcomes:

- Explain various health and safety hazards and potential threats and their causes like fire due to short circuit, chemical leakage, etc.
- Describe how to use personal protective equipment's like nose mask, hand gloves, gumboots, as applicable to data collection for processes.
- Identify potential risks and threats associated with workplace and equipment that are of electric or chemical nature, etc.
- Check the workplace and work processes for potential risks and threats such as fire, chemical leakage, etc.
- Identify personal protective equipment and safety measures as applicable to the collection of data for a process or machine.

Duration: 18:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain various health and safety hazards and potential threats and their causes like fire due to short circuit, chemical leakage, etc.</li> <li>• Describe how to use personal protective equipment's like nose mask, hand gloves, gumboots, as applicable to data collection for processes.</li> <li>• Participate in mock drills/evacuation procedures organized at the workplace.</li> <li>• Undertake first-aid, fire-fighting and emergency response training.</li> <li>• Demonstrate basic first aid.</li> <li>• Demonstrate basic CPR.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify potential risks and threats associated with workplace and equipment that are of electric or chemical nature, etc.</li> <li>• Check the workplace and work processes for potential risks and threats such as fire, chemical leakage, etc.</li> <li>• Identify personal protective equipment and safety measures as applicable to the collection of data for a process or machine.</li> <li>• Ensure handling of tools and equipment's like cutter, scissors, etc. safely and securely.</li> <li>• Identify health and safety signage put in the organization.</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment, and Other Requirements</b>	
<b>Training kit (trainer guide, presentations)</b> <b>Unique Equipment Required:</b> Unique Equipment Required: Computer With Computer Table and Chairs and peripherals, software's, Printer, Photocopier/Projector/Photocopier, Table Big, Basic stationary, Calculator, Company Quality Standards Handbook/ Guidelines, Fabric/Accessories/trims Swatch File, Trainees stools, Students manuals/notes, Teachers table and chair, Students chairs with table arms, White /Black Board /Marker/duster, Buyer Requirement/Comment Sheet, Documents set (Tech Pack Sheets, size chart, trim card, fabric worksheet, style confirmation sheet, Specification Sheet, fabric consumption chart, record maintenance sheet etc.), First Aid, Fire Extinguisher & Dustbin, Apparel, Made-ups and Home Furnishing samples.	

## Module Name 5: Comply with industry, regulatory, organizational requirements and Greening of Job Roles

### Mapped to AMH/N0104 (version 22.0)

#### Terminal Outcomes:

- Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.
- Provide support to the supervisor and team members in enforcing the organisational considerations.
- Identify procedures to follow if legal, regulatory and ethical requirements of the organisation are not met.
- Interpret correctly legal, regulatory and ethical requirements specific to the apparel industry.
- Follow the organisational policies and procedures within limits of self-authority.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• State the importance of having an ethical and value-based approach to governance.</li> <li>• State benefits to self and the organisation due to practice of values and ethics.</li> <li>• State the importance of punctuality and attendance.</li> <li>• State customer specific requirements mandated as a part of the work process.</li> <li>• State country/customer specific regulations for the apparel sector and their importance.</li> <li>• State reporting procedure of the organisation in case of deviations.</li> <li>• State limits of personal responsibility.</li> <li>• Report any possible deviation to regulatory requirements.</li> <li>• Clarify doubts on policies and procedures, from the supervisor or other authorized personnel.</li> <li>• Follow the organisational policies and procedures within limits of self-authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support to the supervisor and team members in enforcing the organisational considerations.</li> <li>• Identify procedures to follow if legal, regulatory and ethical requirements of the organisation are not met.</li> <li>• Interpret correctly legal, regulatory and ethical requirements specific to the apparel industry.</li> <li>• Carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations.</li> <li>• Apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices</li> <li>• Actively get involved in improving the performance of the organization in line with their own role and responsibilities and support adaptation to more environmentally friendly processes.</li> <li>• Handle materials, equipment, computer and software safely and correctly to maintain a clean and hazard free working area and support adaptation to more environmentally friendly processes</li> <li>• Carry out running maintenance and/or cleaning within one's responsibility and agreed schedules and Deal with work interruptions effectively.</li> <li>• Report unsafe equipment and other dangerous occurrences to concerned personnel</li> </ul>

	<ul style="list-style-type: none"> <li>• Use cleaning equipment and methods appropriate for the work to be carried out</li> <li>• Request for upgrading of system or software when required for effective working and maintain a backup file when working on various design software</li> <li>• All soft copies of design work to be maintained in files as well for future reference.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Basic Stationery	

## Module Name 6: Employability Skills

### DGT/VSQ/N0101: NOS (Version- 1.0)

#### Terminal Outcomes:

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for apprenticeship & Jobs

*Duration: 30:00 Hrs (Theory 12 Hrs + Practical 18 Hrs)*

#### Key Learning Outcomes

##### **Introduction to Employability Skills Duration: 1 Hour**

**After completing this programme, participants will be able to:**

1. Discuss the importance of Employability Skills in meeting the job requirements

##### **Constitutional values - Citizenship Duration: 1 Hour**

2. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.
3. Show how to practice different environmentally sustainable practices

##### **Becoming a Professional in the 21st Century Duration: 1 Hours**

4. Discuss 21st century skills.
5. Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.

#### **Basic English Skills Duration: 2 Hours**

6. Use appropriate basic English sentences/phrases while speaking

#### **Communication Skills Duration: 4 Hour**

7. Demonstrate how to communicate in a well -mannered way with others.

8. Demonstrate working with others in a team

#### **Diversity & Inclusion Duration: 1 Hour**

9. Show how to conduct oneself appropriately with all genders and PWD

10. Discuss the significance of reporting sexual harassment issues in time

#### **Financial and Legal Literacy Duration: 4 Hours**

11. Discuss the significance of using financial products and services safely and securely.

12. Explain the importance of managing expenses, income, and savings.

13. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws

#### **Essential Digital Skills Duration: 3 Hours**

14. Show how to operate digital devices and use the associated applications and features, safely and securely

15. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely

#### **Entrepreneurship Duration: 7 Hours**

16. Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges

#### **Customer Service Duration: 4 Hours**

17. Differentiate between types of customers

18. Explain the significance of identifying customer needs and addressing them

19. Discuss the significance of maintaining hygiene and dressing appropriately

#### **Getting ready for apprenticeship & Jobs Duration: 2 Hours**

20. Create a biodata

21. Use various sources to search and apply for jobs

22. Discuss the significance of dressing up neatly and maintaining hygiene

#### **Classroom Aids:**

Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster

#### **Tools, Equipment, and Other Requirements**

1.Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed)

(all software should either be latest version or one/two version below)

As required

2.UPS As required 3. Scanner cum Printer As required 4. Computer Tables As required 5. Computer Chairs As required

6. LCD Projector As required 7. White Board 1200mm x 900mm as required

## Annexure

### Trainer Requirements

Trainer Prerequisites								
Minimum Educational Qualification	Specialization	Relevant Experience		Industry		Training Experience		Remarks
		Years	Specialization	Years	Specialization			
High School		6 Year	Inventory Management	0	Inventory Management	The candidate should possess good knowledge of record keeping documents, equipment, tools, material, Safety, Health & hygiene and other requirements of relevant job role. The candidate should be able to communicate in English and local language.		
Senior Secondary		5 Year	Inventory Management	0	Inventory Management			
Diploma		4 Year	Inventory Management	0	Inventory Management			
Graduation		3 Year	Inventory Management	0	Inventory Management			
Post graduate diploma		2 Year	Inventory Management	0	Inventory Management			
Post Graduate Degree in relevant trade or sector		1 Year	Inventory Management	0	Inventory Management			
Trainer Certification								
Domain Certification			Platform Certification					
Certificate for Job Role: “Record keeper” to QP: “AMH/Q1920”			Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “Master Trainer (VET and Skills) MEP/Q2601 v2.0”. Minimum accepted score is 80%.					

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI		4 Year	Inventory Management	0	Inventory Management	The candidate should possess good knowledge of record keeping documents, equipment, tools, material, Safety, Health & hygiene and other requirements of relevant job role. The candidate should be able to communicate in English and local language.
Diploma		4 Year	Inventory Management	0	Inventory Management	
Graduation		3 Year	Inventory Management	0	Inventory Management	
Post graduate diploma		2 Year	Inventory Management	0	Inventory Management	
Post Graduate Degree in relevant trade or sector		1 Year	Inventory Management	0	Inventory Management	
Assessor Certification						
Domain Certification		Platform Certification				
Certificate for Job Role: “Record keeper” to QP: “AMH/Q1920”		Recommended that the Assessor is certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “Assessor (VET and Skills) MEP/Q2701 v2.0”. Minimum accepted % as per respective SSC guidelines is 80%.				



**Trainer Prerequisites Employability Skills**

Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
<b>Graduate/CITS</b>	Any discipline			2	Teaching experience	Prospective ES trainer should: <ul style="list-style-type: none"> <li>• have good communication skills</li> <li>• be well versed in English</li> <li>• have digital skills</li> <li>• have attention to detail</li> <li>• be adaptable</li> <li>• have willingness to learn</li> </ul>
<b>Current ITI trainers</b>	Employability Skills Training (3 days full-time course done between 2019-2022)					
<b>Certified current EEE trainers (155 hours)</b>	from Management SSC (MEPSC)					
<b>Certified Trainer</b>	Qualification Pack: Trainer (MEP/Q0102)					

**Trainer Certification Employability Skills**

Domain Certification	Platform Certification
Certified in 30-hour Employability NOS (2022), with a minimum score of 80% OR Certified in 120-, 90-, 60- hour Employability NOS (2022), with a minimum score of 80%	NA

**Master Trainer Prerequisites Employability Skills**

Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
<b>Graduate/CITS</b>	Any discipline			3	Employability Skills curriculum training experience with an interest to train as well as orient other	Prospective ES Master trainer should: <ul style="list-style-type: none"> <li>• have good communication skills</li> <li>• be well versed in English</li> <li>• have basic digital skills</li> <li>• have attention to detail</li> <li>• be adaptable</li> <li>• have willingness to learn</li> <li>• be able to grasp concepts fast and is creative with teaching practices and likes sharing back their learning with others</li> </ul>
<b>Certified Master Trainer</b>	Qualification Pack: Master Trainer (MEP/Q2602)			3	EEE training of Management SSC (MEPSC) (155 hours)	

**Master Trainer Certification Employability Skills**

Domain Certification	Platform Certification
<b>Certified in 30-hour Employability NOS (2022), with a minimum score of 90%.</b> OR <b>Certified in 120-, 90-, 60- hour Employability NOS (2022), with a minimum score of 90%</b>	NA

## Assessment Strategy

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS. examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each.
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on these criteria.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in

- QP.
- In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

## Acronyms and Abbreviations

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

## Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.

<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organizational Context</b>	Organizational context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Generic (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.