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| --- |
| **Model Curriculum**  **QP Name: Tarakasi Jeweller**  **QP Code: G&J/Q9202**  **QP Version: 2.0**  **NSQF Level: 3**  **Model Curriculum Version: 2.0** |
| **­**  Gems & Jewellery Skill Council of India  Business Facilitation Centre, 3rd Floor, Seepz Special Economic Zone,  Andheri (E). Mumbai 400 096. |

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# Training Parameters

|  |  |
| --- | --- |
| **Sector** | Gem & Jewellery |
| **Sub-Sector** | Handmade Gold and Gems-set Jewellery, Silver Smithing |
| **Occupation** | Component Making/Filling/Assembling |
| **Country** | India |
| **NSQF Level** | 3 |
| **Aligned to NCO/ISCO/ISIC Code** | NCO- 2015/7313.0703 |
| **Minimum Educational Qualiﬁcation and Experience** | 10th Grade pass (No Experience required)  OR  8th Grade pass (2-year relevant experience)  OR  8th Grade pass (2-year relevant experience)  OR  Previous relevant Qualification of NSQF Level 3 (1-year relevant experience) |
| **Pre-Requisite License or Training** | NA |
| **Minimum Job Entry Age** | 18 Years |
| **Last Reviewed On** | 20/12/2022 |
| **Next Review Date** | // |
| **NSQC Approval Date** | // |
| **QP Version** | 4.0 |
| **Model Curriculum Creation Date** | // |
| **Model Curriculum Valid Up to Date** | // |
| **Model Curriculum Version** *<* | 2.0 |
| **Minimum Duration of the Course** | 450 Hours |
| **Maximum Duration of the Course** | 450 Hours |

# 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.

## Assemble and solder precious metal wire/strips

## Illustrate how to effectively work in a team to achieve quality and productivity within timelines

## Comply with the guidelines for maintaining health and safety at workplace

## Compulsory Modules

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NOS and Module Details | Theory  Duration | Practical  Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
| G&J/N9202 – Assemble and solder precious metal wire/ strips  NOS Version No. 1.0  NSQF Level 5 | **58:00** | **302:00** |  |  | **360:00** |
| Module 1: Introduction and orientation of the job role to the gems and jewellery sector | 5:00 | 0:00 | - | - | 5:00 |
| Module 2: Assemble and solder precious metal wire/ strips | 53:00 | 302:00 |  |  | 355:00 |
| G&J/N9902 – Maintain health and safety at workplace  V3.0  NSQF Level 3 | **8:00** | **22:00** |  |  | **30:00** |
| Module 3: Health and safety at workplace | 8:00 | 22:00 |  |  | 30:00 |
| DGT/VSQ/N0102 -Employability Skills (60 hours)  NOS Version No. – 1.0  NSQF Level – 5 | **24:00** | **36:00** |  |  | **60:00** |
| Module 4: Introduction to Employability Skills | 0.5:00 | 1:00 |  |  | 1.5:00 |
| Module 5: Constitutional values - Citizenship | 0.5:00 | 1:00 |  |  | 1.5:00 |
| Module 6: Becoming a Professional in the 21st Century | 1:00 | 1.5:00 |  |  | 2.5:00 |
| Module 7: Basic English Skills | 4:00 | 6:00 |  |  | 10:00 |
| Module 8: Career Development & Goal Setting | 1:00 | 1:00 |  |  | 2:00 |
| Module 9: Communication Skills | 2:00 | 3:00 |  |  | 5:00 |
| Module 10: Diversity & Inclusion | 1:00 | 1.5:00 |  |  | 2.5:00 |
| Module 11: Financial and Legal Literacy | 2:00 | 3:00 |  |  | 5:00 |
| Module 12: Essential Digital Skills | 4:00 | 6:00 |  |  | 10:00 |
| Module 13: Entrepreneurship | 3:00 | 4:00 |  |  | 7:00 |
| Module 14: Customer Service | 2:00 | 3:00 |  |  | 5:00 |
| Module 15: Getting ready for apprenticeship & Jobs | 3:00 | 5:00 |  |  | 8:00 |
| Total Duration | **90:00** | **360:00** |  |  | **450:00** |

# Module Details

## Module 1: Introduction and orientation to the gems and jewellery sector

## *Mapped to G&J/N9202, v1.0*

**Terminal Outcomes:**

* Explain the overview of the sector

|  |  |
| --- | --- |
| Duration: *5:00* | Duration: *0:00* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the scope of the Gems and Jewellery sector. * List job opportunities for the Tarakasi Jeweller. * Discuss the role and responsibilities of a Tarakasi Jeweller. |  |
| **Classroom Aids:** | |
| Laptop, white board, marker, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 2: Assemble and solder precious metal wire/ strips

## *Mapped to G&J/N9202, v1.0*

## 

**Terminal Outcomes:**

* Demonstrate the process of assembling and soldering the precious metal wire/ strips.

|  |  |
| --- | --- |
| Duration:*<53:00>* | Duration:*<302:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss use of different types of tools and equipment such as flame torch, solder alloys, chemicals, tweezers, pliers, files etc., * Describe precious and non-precious jewellery making process, types or style of jewellery and precious, semi or non-precious gemstones setting * List metal properties of precious metals such as ductility, malleability etc., * Discuss need of maintaining precious-metal loss prescribed limit applicable for assembly and filing process * Discuss ways to collect precious metal dust and fragments * List potential work hazards while using or handling chemicals, acids and torch etc., * List different types of jewellery and their making technique, e.g., casting or handmade, soldering, annealing, filing etc | * Show how to check that wires/sheets are properly annealed, cleaned and dried before starting assembly * Show how to check e the thickness and diameter of sheet or wire as per design required * Show how to bend and twist the strips or wires with the help of pliers, tweezers and fingers to make outer frame and various design components * Show how to dip the assembled frame in borax, water mixture, sprinkle solder powder and solder frame assembly with torch flame * Demonstrate procedure of assembling various design components inside the frame as per sketch and follow same procedure of soldering and cleaning * Apply appropriate ways to compare the design, shape and flow with the original sketch at intermediate steps and after complete soldering |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers | |
| **Tools, Equipment and Other Requirements** | |
| Blank Sheets, Wooden table/Bench, Pilers, Tweezers, Strainer (Galni), Flame Torch, Sulphuric Acid  Hotplate, Copper wire, Wooden stick, Lighter, Flux/ Borax Powder, Protective Safety Hand Gloves  Fire Extinguisher, Safety Shoes, First aid kit, Protective eyewear, Safety Mask | |

## Module 3: Maintain health and safety at workplace

***Mapped to G&J/N9902, v3.0***

**Terminal Outcomes:**

* Apply government norms and policies on occupational health and safety at work.
* Adhere to the safety guidelines of the organization.

|  |  |
| --- | --- |
| Duration:*<08:00>* | Duration:*<22:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain workplace hazards and risks. * List personal protective equipment like safety gloves, glasses, shoes and mask used at the workplace. * Identify various warning signs used at the workplace. * Describe appropriate strategies to deal with emergencies and accidents at the workplace. * Explain different types of waste identified in industry. * Explain various methods of waste management. * Distinguish between different colour coded dustbins. | * Demonstrate best practices to remove potential hazards at the workplace and prevent accidents. * Demonstrate the use of PPE. * Demonstrate the use of fire extinguisher. * Demonstrate first aid procedure in case of emergencies. * Demonstrate the procedure of handling and disposing different types of waste. |
| **Classroom Aids:** | |
| Whiteboard, Marker pen, Computer or Laptop attached to LCD projector, Scanner, Computer speakers | |
| **Tools, Equipment and Other Requirements:** | |
| Safety hand gloves, glasses, safety shoes, mask, fire extinguisher, first aid kit | |

## Module 4: Introduction to Employability Skills

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Discuss about Employability Skills in meeting the job requirements

|  |  |
| --- | --- |
| **Duration**: *<0.5:00>* | **Duration**: *<1:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss the importance of Employability Skills in meeting the job requirements | * List different learning and employability related GOI and private portals and their usage |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 5: Constitutional values - Citizenship

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

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

|  |  |
| --- | --- |
| **Duration**: *<0.5:00>* | **Duration**: *<1:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. | * Show how to practice different environmentally sustainable practices |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 6: Becoming a Professional in the 21st Century

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Demonstrate professional skills required in 21st century

|  |  |
| --- | --- |
| **Duration**: *<1:00>* | **Duration**: *<1.5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss 21st century skills. * Describe the benefits of continuous learning | * Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 7: Basic English Skills

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Practice basic English speaking.

|  |  |
| --- | --- |
| **Duration**: *<4:00>* | **Duration**: *<6:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe basic communication skills * Discuss ways to read and interpret text written in basic English | * Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone * Read and interpret text written in basic English * Write a short note/paragraph / letter/e -mail using basic English |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 8: Career Development & Goal Setting

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Demonstrate Career Development & Goal Setting skills.

|  |  |
| --- | --- |
| **Duration**: *<1:00>* | **Duration**: *<1:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss need of career development plan | * Demonstrate how to communicate in a well -mannered way with others. * Create a career development plan with well-defined short- and long-term goals |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 9: Communication Skills

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Practice basic communication skills.

|  |  |
| --- | --- |
| **Duration**: *<2:00>* | **Duration**: *<3:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the importance of active listening for effective communication * Discuss the significance of working collaboratively with others in a team | * Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 10: Diversity & Inclusion

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Describe PwD and gender sensitisation.

|  |  |
| --- | --- |
| **Duration**: *<1:00>* | **Duration**: *<1.5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss the significance of reporting sexual harassment issues in time | * Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 11: Financial and Legal Literacy

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

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

|  |  |
| --- | --- |
| **Duration**: *<2:00>* | **Duration**: *<3:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * List the common components of salary and compute income, expenditure, taxes, investments etc. * Discuss the legal rights, laws, and aids | * Outline the importance of selecting the right financial institution, product, and service * Demonstrate how to carry out offline and online financial transactions, safely and securely |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 12: Essential Digital Skills

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

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

|  |  |
| --- | --- |
| **Duration**: *<4:00>* | **Duration**: *<6:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe the role of digital technology in today’s life * Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely | * Show how to operate digital devices and use the associated applications and features, safely and securely * Create sample word documents, excel sheets and presentations using basic features * Utilize virtual collaboration tools to work effectively |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 13: Entrepreneurship

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Describe opportunities as an entrepreneur.

|  |  |
| --- | --- |
| **Duration**: *<3:00>* | **Duration**: *<4:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the types of entrepreneurship and enterprises * Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan * Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement | * Create a sample business plan, for the selected business opportunity |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 14: Customer Service

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Describe ways of maintaining customer.

|  |  |
| --- | --- |
| **Duration**: *<2:00>* | **Duration**: *<3:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the significance of identifying customer needs and addressing them. * Explain the significance of identifying customer needs and responding to them in a professional manner. * Discuss the significance of maintaining hygiene and dressing appropriately. | * Demonstrate how to maintain hygiene and dressing appropriately. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 15: Getting ready for apprenticeship & Jobs

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Describe ways of preparing for apprenticeship & Jobs appropriately.

|  |  |
| --- | --- |
| **Duration**: *<3:00>* | **Duration**: *<5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss the significance of maintaining hygiene and confidence during an interview * List the steps for searching and registering for apprenticeship opportunities | * Create a professional Curriculum Vitae (CV) * Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively * Perform a mock interview |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

# Annexure

## Trainer Requirements

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Trainer Prerequisites | | | | | | |
| Minimum Educational Qualification *<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>* | **Specialization**  *<Specify the areas of specialization that are desirable.>* | **Relevant Industry Experience** | | **Training Experience** | | **Remarks** |
| ***Years*** | ***Specialization*** | ***Years*** | ***Specialization*** |  |
| 10th Pass | N.A. | 5 | Tarakasi Jeweller | 2-3 | Tarakasi Jeweller |  |
| Certified in relevant CITS course as appropriate |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Trainer Certification | |
| Domain Certification | **Platform Certification** |
| “Tarakasi Jeweller, G&J/Q9202, version2.0”. Minimum accepted score is 80%. | “Trainer, MEP/Q2601”  Minimum accepted score is 80%. |

## Assessor Requirements

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assessor Prerequisites | | | | | | |
| Minimum Educational Qualification  *<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>* | **Specialization**  *<Specify the areas of specialization that are desirable.>* | **Relevant Industry Experience** | | **Training/Assessment Experience** | | **Remarks** |
| ***Years*** | ***Specialization*** | ***Years*** | ***Specialization*** |  |
| 10th Pass | N.A. | 5 | Tarakasi Jeweller | NA | NA |  |
| Certified in relevant CITS course as appropriate |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Assessor Certification | |
| Domain Certification | **Platform Certification** |
| “Tarakasi Jeweller, G&J/Q9202, version2.0”. Minimum accepted score is 80%. | “Assessor, MEP/Q2701”  Minimum accepted score is 80%. |

## Assessment Strategy

1. Assessment System Overview:

* Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
* Assessment agencies send the assessment confirmation to VTP/TC looping SSC
* Assessment agency deploys the ToA certified Assessor for executing the assessment
* SSC monitors the assessment process & records

1. Testing Environment:

* Confirm that the centre is available at the same address as mentioned on SDMS or SIP
* Check the duration of the training.
* Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
* If the batch size is more than 30 for STT and/ or 50 in RPL, then there should be 2 Assessors.
* Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
* Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
* Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
* Check the availability of the Lab Equipment for the particular Job Role.

1. Assessment Quality Assurance levels / Framework:

* Question papers created by the SME verified by the other subject Matter Experts
* Questions are mapped with NOS and PC
* Question Bank covers all performance criteria (PC) under each NOS of a QP. Each question can cover one or more PCs. Which means that every question needs to be mapped with PC.
* There are sufficient number of questions in the question bank, where multiple questions are available for each PC. Typically, the number of questions should be 3 to 4 times the number of PCs.
* Each question bank has around 150 to 200 questions.
* Each question has a difficulty level mentioned against it and the question bank has a good mix of easy, medium and difficult questions. So, for example out of 200 Questions the proportion could be 25 difficult/ hard, 75 Medium and 100 Easy level questions.
* Other than the Multiple-choice question (MCQ) few questions are created for Practical and viva too. For e.g., for 150-200 QB contains approximately 10-15 Viva & 10-15 practical questions.
* Assessor must be ToA certified & trainer must be ToT Certified
* Assessment agency must follow the assessment guidelines to conduct the assessment

1. Types of evidence or evidence-gathering protocol:

* Time-stamped & geotagged reporting of the assessor from assessment location
* Center photographs with signboards and scheme specific branding
* Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
* Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

1. Method of verification or validation:

* Surprise visit to the assessment location
* Random audit of the batch
* Random audit of any candidate

1. Method for assessment documentation, archiving, and access

* Hard copies of the documents are stored
* Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
* Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

# References

## Glossary

|  |  |  |
| --- | --- | --- |
| **Sector** | | Sector is a conglomeration of diﬀerent business operations having similar business and interests. It may also be deﬁned as a distinct subset of the economy whose components share similar characteristics and interests. |
| **Sub-sector** | | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components. |
| **Occupation** | | Occupation is a set of job roles, which perform similar/ related set of functions in an industry. |
| **Job role** | | Job role deﬁnes a unique set of functions that together form a unique employment opportunity in an organisation. |
| **Occupational Standards (OS)** | | OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts. |
| **Performance Criteria (PC)** | | Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task. |
| **National Occupational Standards (NOS)** | | NOS are occupational standards which apply uniquely in the Indian context. |
| **Qualiﬁcations Pack (QP)** | | QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualiﬁcations pack code. |
| **Unit Code** | | Unit code is a unique identiﬁer for an Occupational Standard, which is denoted by an ‘N’ |
| **Unit Title** | | Unit title gives a clear overall statement about what the incumbent should be able to do. |
| **Description** | | Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for. |
| **Scope** | | Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required. |
| **Knowledge and Understanding (KU)** | | Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational speciﬁc knowledge that an individual needs in order to perform to the required standard. |
| **Organisational Context** | | Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility. | |
| **Technical Knowledge** | | Technical knowledge is the speciﬁc knowledge needed to accomplish speciﬁc designated responsibilities. | |
| **Core Skills/ Generic Skills (GS)** | | 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. | |
| **Electives** | | 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. | |
| **Options** | | 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. | |

## Acronyms and Abbreviations

|  |  |
| --- | --- |
| **NOS** | National Occupational Standard(s) |
| **NSQF** | National Skills Qualiﬁcations Framework |
| **QP** | Qualiﬁcations Pack |
| **TVET** | Technical and Vocational Education and Training |
| **PC** | Performance Criteria |
| **SSC** | Sector Skill Council |
| **AA** | Assessment Agency |
| **ToT** | Training of Trainers |
| **ToA** | Training of Assessors |
| **VTP** | Vocational Training Partner |
| **TC** | Training Center |
| **SME** | Subject Matter Expert |