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GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
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REIMAGINE FUTURE

Qualification Pack



Software Developer-Product Development

QP Code: SSC/Q6702

Version: 3.0

NSQF Level: 5

IT-ITes Sector Skill Council || NASSCOM Plot No - 7, 8, 9 & 10, 3rd Floor, Sector 126
Noida Uttar Pradesh - 201303

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SSC/Q6702: Software Developer-Product Development

Brief Job Description

Individuals in this job are responsible for using specialized knowledge of software programming languages, software integration and delivery platforms to build Software Products and deliver business solutions. The job also involves application enhancement, debugging, maintenance and documentation.

Personal Attributes

This job requires the individual to work independently and be comfortable in making decisions pertaining to his/her area of work. The individual should be result oriented.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SSC/N0502: Develop software code to specification](#)
2. [SSC/N9014: Maintain an inclusive, environmentally sustainable workplace](#)
3. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	IT-ITes
Sub-Sector	Software Product Development
Occupation	Product Development and Delivery
Country	India
NSQF Level	5
Credits	14
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2512.0301
Minimum Educational Qualification & Experience	Graduate (Engineering /Computer Science or any related field) with 1 Year of experience OR 12th Class (Math Stream) with 3 Years of experience in IT Job Roles



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Minimum Level of Education for Training in School	12th Class
Pre-Requisite License or Training	Software Development Certifications in C++, Embedded, C#, C, Java etc.
Minimum Job Entry Age	20 Years
Last Reviewed On	NA
Next Review Date	17/11/2025
NSQC Approval Date	17/11/2022
Version	3.0
Reference code on NQR	2022/ITES/ITSSC/06841
NQR Version	3.0

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SSC/N0502: Develop software code to specification

Description

This unit is about developing simple code to meet the requirements of software products and applications where their business impact and technical complexity is low.

Scope

The scope covers the following :

- Requirements to prepare High Level Design (HLD)
- Checklists for coding standards of programming structure

Elements and Performance Criteria

To be competent, the user/individual on the job must be able to:

- PC1.** understand Business Requirements Specification (BRS), Software Requirements Specification (SRS), High Level Design (HLD) and Low Level Design (LLD)
- PC2.** access reusable components, code generation tools and unit testing tools from the organization's knowledge base
- PC3.** convert technical specifications into code to meet the requirements, leveraging reusable components, where available
- PC4.** create appropriate unit test cases (UTCs)
- PC5.** review codes and UTCs with supervisors
- PC6.** execute UTCs and document results
- PC7.** rework the code and UTCs to fix identified defects
- PC8.** analyze inputs from line managers and implement the same for future designs
- PC9.** record corrective actions for identified defects to inform future designs
- PC10.** submit tested code for approval to experts
- PC11.** update organization's knowledge base with the experiences of the code developed
- PC12.** comply with organizational policies, procedures and guidelines when developing software code to specification

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the scope of work to be executed and the importance of keeping within the level of own competency and authority
- KU2.** the importance of collating feedback on coding and UTCs
- KU3.** how to analyze and use feedback to improve coding and UTCs
- KU4.** whom to be involved to provide feedback on the coding and UTCs
- KU5.** organization's approval process for software code designs

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- KU6.** the process for converting technical specifications into code
- KU7.** current practice in the infrastructure design of software code
- KU8.** how to write software code that is efficient, readable and maintainable
- KU9.** how to use the range of code generation tools and unit testing tools for developing software code
- KU10.** how to create, review and execute UTCs
- KU11.** how to determine whether components are suitable for re-use
- KU12.** different types of problems and defects that may occur during coding and their solution
- KU13.** how recording corrective actions for problems and defects can improve future designs
- KU14.** how to test and debug new software code
- KU15.** different sources of information for help to write software code

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** complete works writing the details accurately
- GS2.** follow instructions, guidelines, procedures, rules and service level agreements
- GS3.** seek clarification and advice from appropriate people such as line manager or supervisor
- GS4.** practice active listening and verbally communicate information
- GS5.** follow the process of rule-based decision-making
- GS6.** check if decisions need to be referred to, or ratified by, line managers
- GS7.** allocate tasks wisely to meet targets and deadlines
- GS8.** work efficiently with colleagues in a customer-centric environment to cater to customer requirements
- GS9.** analyze data and refer anomalies to provide accurate reports to the supervisor
- GS10.** apply competency skills to solve problems in different situations
- GS11.** pass relevant information and constructive opinions to colleagues post data configuration applying balanced judgments to various situations
- GS12.** follow quality assurance standards and produce error-free works
- GS13.** work independently and collaboratively
- GS14.** use information technology to browse the internet

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	20	80	-	-
PC1. understand Business Requirements Specification (BRS), Software Requirements Specification (SRS), High Level Design (HLD) and Low Level Design (LLD)	5	-	-	-
PC2. access reusable components, code generation tools and unit testing tools from the organization's knowledge base	-	10	-	-
PC3. convert technical specifications into code to meet the requirements, leveraging reusable components, where available	-	10	-	-
PC4. create appropriate unit test cases (UTCs)	-	10	-	-
PC5. review codes and UTCs with supervisors	5	-	-	-
PC6. execute UTCs and document results	-	10	-	-
PC7. rework the code and UTCs to fix identified defects	-	10	-	-
PC8. analyze inputs from line managers and implement the same for future designs	5	-	-	-
PC9. record corrective actions for identified defects to inform future designs	-	10	-	-
PC10. submit tested code for approval to experts	5	-	-	-
PC11. update organization's knowledge base with the experiences of the code developed	-	10	-	-
PC12. comply with organizational policies, procedures and guidelines when developing software code to specification	-	10	-	-
NOS Total	20	80	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SSC/N0502
NOS Name	Develop software code to specification
Sector	IT-ITes
Sub-Sector	IT Services
Occupation	Application Development, Software Development, Product Development & Delivery
NSQF Level	5
Credits	8
Version	2.0
Last Reviewed Date	27/01/2022
Next Review Date	19/07/2023
NSQC Clearance Date	20/01/2023

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SSC/N9014: Maintain an inclusive, environmentally sustainable workplace

Description

The unit is about implementing and improving diversity equality and inclusion in a sustainable and environment friendly workplace.

Scope

The scope covers the following :

- Sustainable Practices
- Respect diversity and strengthen practices to promote equity (equality)/inclusivity

Elements and Performance Criteria

Sustainable Practices

To be competent, the user/individual on the job must be able to:

- PC1.** optimize usage of electricity/energy, materials, and water in various asks / activities / processes and plan the implementation of energy efficient systems in a phased manner
- PC2.** segregate recyclable, non-recyclable and hazardous waste generated for disposal or efficient waste management

Respect diversity and strengthen practices to promote equity (equality)/inclusivity

To be competent, the user/individual on the job must be able to:

- PC3.** understand the diversity policy of the organization and use internal & external communication to colleagues to improve
- PC4.** comply with PwD inclusive policies for an adaptable and equitable work environment
- PC5.** improve through specifically designed recruitment practices, PwD friendly infrastructure, job roles, etc.
- PC6.** use and advocate for appropriate verbal/nonverbal communication, schemes and benefits of PwD.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the organization's policies and procedures about gender inclusivity, equality and sustainability while working with colleagues and your role and responsibilities in relation to this
- KU2.** inclusive tools and practices of communication to acknowledge/validate, share and promote the cause of gender parity at workplace. For example - supporting women with mentorship programs, speaking out against discriminatory practices or harassment
- KU3.** the concept of gender, gender equality and gender discrimination, and all forms of gender discrimination, violence and inequality, including the current and historical causes of gender inequality in the workplace

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- KU4.** how to maintain and provide a conducive work environment that is free from any harassment. facilities and amenities to PwD to perform and excel in their role
- KU5.** organization's redressal mechanisms (like the POSH committee) to address harassment and bias at the workplace, with awareness of prevalent legislations against bias and sexual harassment
- KU6.** initiatives towards efficient use of natural resources and energy, reduction and prevention of pollution and promoting waste avoidance and recycling measures in line with internationally disseminated technologies and practices
- KU7.** all about various energy options including renewable and non-renewable with their environmental impacts, health issues, usage, safety and energy security
- KU8.** implications that any non-compliance with electricity and energy may have on individuals and the organization
- KU9.** the organization's electricity first aid emergency procedures
- KU10.** how to monitor, measure and report performance of environmental conservation
- KU11.** different types of electricity accidents, safety and security and how and when to report these
- KU12.** how to use the electricity/energy safety, accident reporting, emergency procedures and the importance of these

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read PwD instructions, guidelines, procedures, diversity policies/acts, rules and service level agreements
- GS2.** be aware of one's own gender identity and gender role and respectful of the gender performances of others
- GS3.** organize team building or sensitization workshops to address gender biases, stereotypes and potentially blind spots
- GS4.** clarify personal norms and values related to energy production and usage as well as to reflect and evaluate their own energy usage in terms of efficiency and sufficiency
- GS5.** listen and communicate (oral) effectively and accurately on all PwD policies
- GS6.** apply balanced judgments in gender diversity situations
- GS7.** take action to reduce the carbon footprint of business activities and embed environmental responsibility
- GS8.** calibration session with employees to discuss gender biases, stereotypes and potentially blind spots

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Sustainable Practices</i>	10	30	-	-
PC1. optimize usage of electricity/energy, materials, and water in various asks / activities / processes and plan the implementation of energy efficient systems in a phased manner	5	15	-	-
PC2. segregate recyclable, non-recyclable and hazardous waste generated for disposal or efficient waste management	5	15	-	-
<i>Respect diversity and strengthen practices to promote equity (equality)/inclusivity</i>	10	50	-	-
PC3. understand the diversity policy of the organization and use internal & external communication to colleagues to improve	5	10	-	-
PC4. comply with PwD inclusive policies for an adaptable and equitable work environment	-	10	-	-
PC5. improve through specifically designed recruitment practices, PwD friendly infrastructure, job roles, etc.	-	20	-	-
PC6. use and advocate for appropriate verbal/nonverbal communication, schemes and benefits of PwD.	5	10	-	-
NOS Total	20	80	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SSC/N9014
NOS Name	Maintain an inclusive, environmentally sustainable workplace
Sector	IT-ITes
Sub-Sector	IT Services, Business Process Management, Engineering R&D, Software Product Development, Future Skills
Occupation	Generic,
NSQF Level	5
Credits	1
Version	1.0
Last Reviewed Date	27/01/2022
Next Review Date	29/09/2025
NSQC Clearance Date	29/09/2022

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DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

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

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values – Citizenship

To be competent, the user/individual on the job must be able to:

- 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

Becoming a Professional in the 21st Century

To be competent, the user/individual on the job must be able to:

- 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

Basic English Skills

To be competent, the user/individual on the job must be able to:

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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

To be competent, the user/individual on the job must be able to:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

To be competent, the user/individual on the job must be able to:

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

To be competent, the user/individual on the job must be able to:

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

To be competent, the user/individual on the job must be able to:

- 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

Essential Digital Skills

To be competent, the user/individual on the job must be able to:

- 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

Entrepreneurship

To be competent, the user/individual on the job must be able to:

- 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

Customer Service

To be competent, the user/individual on the job must be able to:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings



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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<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 conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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	-	-
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	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<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	-	-	-	-
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	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification File 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 a proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the 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 the theory part for each candidate at each examination/training centre (as per assessment criteria below)
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criterion
6. To pass a QF, a trainee should score a minimum aggregate of 70% across qualification
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification File.

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Minimum Aggregate Passing % at QP Level : 70

(**Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
SSC/N0502.Develop software code to specification	20	80	-	-	100	70
SSC/N9014.Maintain an inclusive, environmentally sustainable workplace	20	80	-	-	100	15
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	0	0	50	15
Total	60	190	0	0	250	100

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Acronyms

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

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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.

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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.