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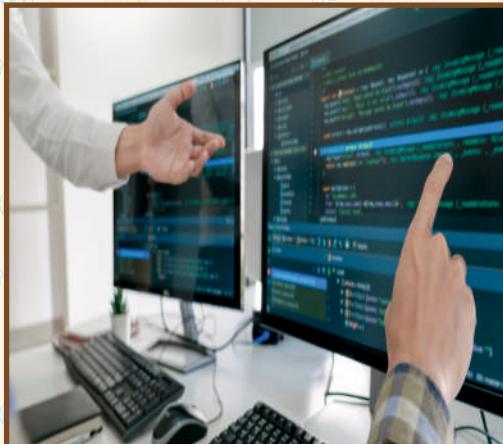
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# Facilitator Guide

Customised Courses under PMKVY (210 hrs)



Sector  
IT-ITeS

## Media Content Developer

Sub-Sector  
IT Services

Occupation  
Application Development

Reference ID: SSC/Q4602, Version 1.0  
NSQF level 3

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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

IT-ITeS Sector Skills Council NASSCOM 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 would 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 IT - ITeS 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 Guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.

## About this Book

This Participant Handbook is developed to impart training for the skill and knowledge required to work as a Media Content Developer. It is designed based on the Qualification Pack SSC/Q4602 under the National Skill Qualification Framework and comprises of the following NOS/topics:

1. SSC/N0503: Develop media content and graphic designs for software products and applications
2. DGT/VSQ/N0102 Employability Skills

This book is designed considering the technical demand and educational background of the participants. Thus, special effort has been made to explain the concepts required for the job mostly through graphics and illustrations.

## Symbols Used

						
Key Learning Outcomes	Practical	Exercise	Activity	Facilitation Notes	Unit Objectives	Demonstrate
						
Do	Explain	Say	Ask	Team Activity	Summary	Resources
						
Elaborate	Tips					

## Table of Contents

Sl.No	Modules and Units	Page No
1.	<b>IT-ITeS/Application development industry –An Introduction (Bridge Module)</b>	1
	Unit 1.1 - Introduction to IT-ITeS/Software Product Development Industry	3
	Unit 1.2 - Career Path of a Media Content Developer	6
2.	<b>Analysis and Design of Web Based Applications (SSC/N0503)</b>	8
	Unit 2.1 - Process of conversions and testing new products and applications	10
3.	<b>Develop Media Content and Graphic Designs for Software Products and Application (SSC/N0503)</b>	14
	Unit 3.1 - Selection of Components and Tools for Web/Media Content Development	16
	Unit 3.2 - Verification and Validation of Media and Graphics	19
4.	<b>Interpret Design Specification (SSC/N0503)</b>	22
	Unit 4.1 - Implementation of Web Design	24
	Unit 4.2 - Technical Validation of a Web's HTML Implementation	27
5.	<b>Employability Skills (DGT/VSQ/N0102)</b>	31
	The book on new Employability Skills is available at the following location: <a href="https://eskillindia.org/NewEmployability">https://eskillindia.org/NewEmployability</a>	
	Scan the QR code below to access the ebook	
		
6.	<b>Annexure</b>	34
	Annexure I : QR Codes	35
	Annexure II : Assessment Criteria	37
	Annexure III : Assessment Criteria	49





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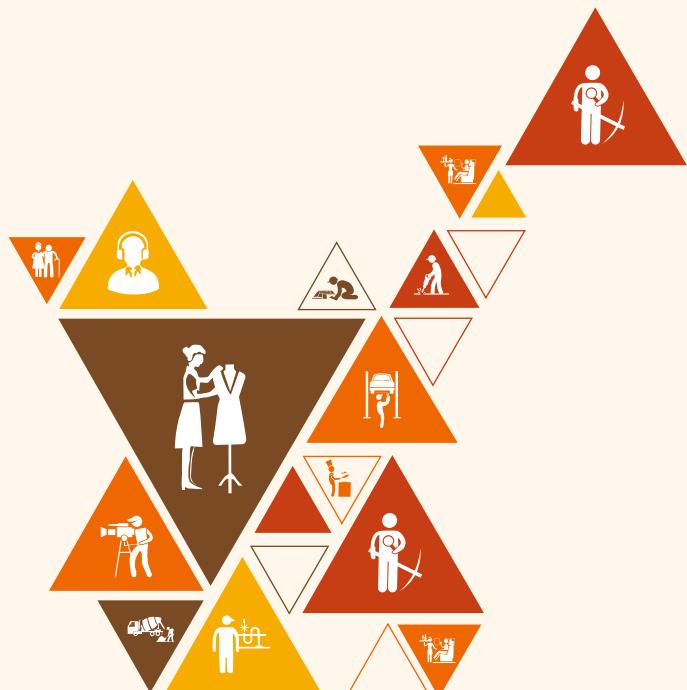


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# 1. IT-ITeS/Application Development Industry – An Introduction

Unit 1.1 - IT-ITeS/Application Development Industry

Unit 1.2 - Career Path of a Media Content Developer



**Bridge Module**

## Key Learning Outcomes



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

1. Comprehend various delivery models used in the IT-Application development industry
2. Examine the current growth and development standards of web development application

## UNIT 1.1: IT- ITeS / Application Development Industry

### Unit Objectives



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

1. Discuss the relevance of the IT-ITeS sector
2. List the various sub-sectors of the Application development industry

### Resources to be Used



- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Say



- Start the class by saying, "This training program is developed to impart specific knowledge and skills relevant to the job required to be performed as a "Media Content Developer", in the "IT-ITeS Sector/Industry."
- Talk about the Qualification Pack (QP), and National Occupational Standards (NOS).
- List the compulsory NOSs to the QP "Media Content Developer".
- Say, "Before we start the program let's play a small game".

### Group Activity



<b>Objective</b>	The purpose of this activity is to gain participants' attention
<b>Materials required</b>	N/A

<b>Steps/procedure</b>	<ul style="list-style-type: none"> <li>• This is an ice breaker activity.</li> <li>• Ask the participants to gather in a circle</li> <li>• Inform them that they all will play together to create a story.</li> <li>• One of the participants will start the game by narrating the first three lines of an imaginary story.</li> <li>• The next adjacent participant will say 'suddenly.'</li> <li>• Then, the participant next to him continues the story by stating the new three lines.</li> <li>• Whoever does not respond will be considered out of the game.</li> <li>• After this, the Facilitation will sum up the whole story quickly.</li> </ul>
<b>Conclusion / what has been achieved</b>	This activity will assist participants to pay attention in the class and also help them to connect.

**Explain**

- Explain the meaning of information technology and its important features.
- Explain different segments of IT industry with the help of Fig. 1.1.1 in the Participant Handbook.
- Explain the relevance of IT/ITeS industry.
- Explain the IT application development industry and its types.
- Explain the sub-sectors of the application development industry with the help of Fig. 1.1.2 in the Participant Handbook.
- Explain the emerging trends in application development industry with the help of Fig 1.1.3 in the Participant Handbook.

**Do/Demonstrate**

- Demonstrate 'Software Products Development sector' with the help of the AV link - <https://youtu.be/dnH-y7eQ4aQ>

## Elaborate



- Elaborate the various delivery models used in the IT application development industry:
  - Waterfall model (Fig 1.1.5)
  - Iterative model (Fig 1.1.6)
  - Agile Model (Fig 1.1.6)
  - DevOps (Fig 1.1.7)
- Elaborate web development standards. (Table 1.1.1)

## Ask



- What do you understand about the IT/ITeS sector?
- How waterfall model is different from the Iterative model in the IT sector?
- Name any two sub-sectors of the application development industry.

## Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Summarize



- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Notes for Facilitation



- Examine participants about their expectations from this program.
- Inquire participants if they have any doubts. Then, encourage them to ask questions.
- Answer their queries.

## UNIT 1.2 Career Path for a Media Content Developer

### Unit Objectives



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

1. Identify the career path for a Media Content Developer

### Resources to be Used



- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Ask



- Start the class by asking a few questions on IT sector and its sub-sector and give participants the chance to guess before revealing the correct answer.

### Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

### Say



- "The work of a Media Content Developer is to build websites. Many web developers are in charge of the website's performance and capacity in addition to making sure it is aesthetically pleasing and simple to navigate."
- "This unit will help you understand the key responsibilities and career path of Media Content

## Explain

- Explain roles and responsibilities of a Media Content Developer.
- Explain required skills in a Media Content Developer with the help of figure (Fig 1.2.1) given in Participant Handbook.
- Explain various job roles and career opportunities available for a Media Content Developer in IT/ITeS sector. (Fig 1.2.2 and Fig 1.2.3).

## Summarize

- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Exercise

- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 1.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:

Answer to Question I:

1. Reference given in 1.1.3
2. Reference given in 1.1.6

Answer to Question II:

1. Waterfall model
2. Web application development

Answer to Question III:

1. Waterfall
2. Media Content Developer



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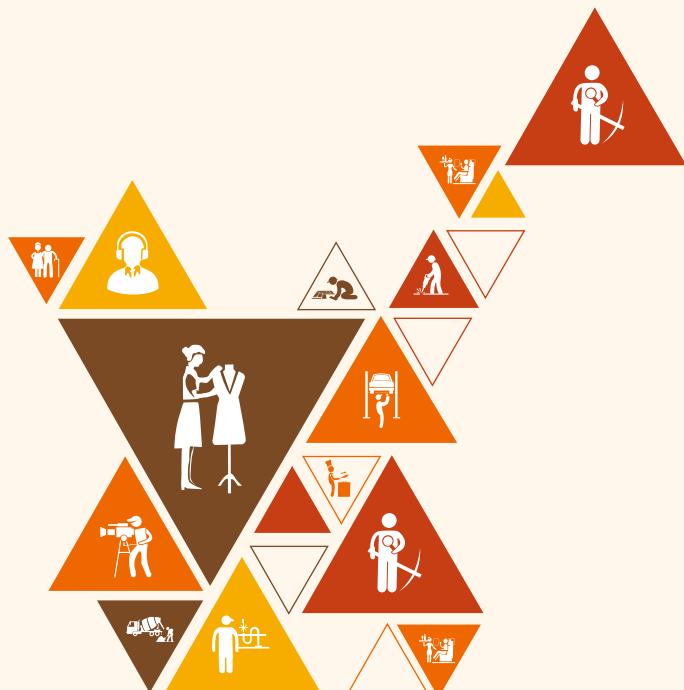
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## 2. Analysis and Design of Web Based Applications

Unit 2.1 - Process of conversions and testing new  
products and applications



## Key Learning Outcomes



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

1. Evaluate the process for converting designs into media and graphic content
2. Examine how to test new products and applications

## UNIT 2.1 Process of Conversions and Testing New Products and Applications

### Unit Objectives



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

1. Discuss the implications that new products and applications may have on business processes.
2. Identify the sources of information to design software products and specifications.
3. List range of equipment used to design software products and applications.

### Resources to be Used



- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Do



- Welcome and greet the students.
- Begin the session with a brief recapitulation of the previous session.

### Say



- "In the previous unit, we discussed current practice in the design of software products."
- "Today, we are going to cover elements of graphic design."
- "Also, we will learn about sources of information and equipment used to design software products and application."

### Ask



- What do you understand by graphic?
- Can you tell me about graphic design?

## Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Do/Demonstrate



- Demonstrate the process of conversions and testing new products and applications with the help of the AV link - [youtu.be/RXOq0d-5g9g](https://youtu.be/RXOq0d-5g9g)

## Explain



- Explain the elements of graphic design with help of Fig. 2.1.1 given in the Participant Handbook.
- Explain sources of information and their platform for web designing.
- Explain software for conversion of web designing.
- Explain the process for conversion with help of Fig. 2.1.11 given in the Participant Handbook.
- Explain various equipment for web designing.

## Elaborate



- Elaborate on the following topics:
  - Testing of new products and applications (Fig 2.1.12)
  - Implications of New Products and Applications on Business Processes (Table 2.1.2)

## Ask



- What do you understand by GIMP (GNU Image Manipulation Program)?
- How smartphone is used as an equipment of web designing?
- What is testing of new products and applications?

## Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Summarize



- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Exercise



- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 2.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Questions I.
    1. Reference given in 2.1.1
    2. Reference given in 2.1.1 (Fig 2.1.1)
    3. Reference given in 2.1.6
    4. Reference given in 2.1.4
    5. Reference given in 2.1.4
    6. Reference given in 2.1.4
    7. Reference given in 2.1.3
  - Answers to Questions II.
    1. DSLR (Digital Single Lens Reflex)
    2. Adobe Photoshop
    3. Media and techniques
  - Answer to Questions III:
    1. Pinterest
    2. GIMP (GNU Image Manipulation Program)

## QR Code

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<https://youtu.be/RXOq0d-5g9g>

Unit 2.1 Process of conversions and testing new products and applications



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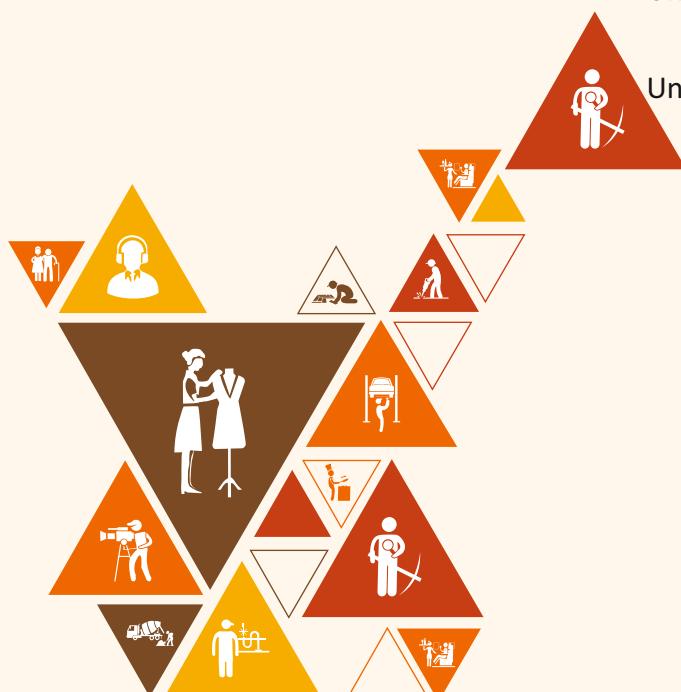


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### 3. Develop Media Content and Graphic Designs for Software Products and Applications

Unit 3.1 - Selection of Components and Tools for Web/Media Content Development

Unit 3.2 - Verification and Validation of Media and Graphics



**SSC/N0503**

## Key Learning Outcomes



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

1. Illustrate the various forms of coding tools required for software applications and web designs
2. Convert requirements into web content and graphic designs, leveraging reusable components

## UNIT 3.1 Selection of Components and Tools for Web/Media Content Development

### Unit Objectives



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

1. Select reusable components, media and graphical packages and tools to develop media content

### Resources to be Used



- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Do



- Welcome and greet the students.
- Discuss the important topics from the previous two modules.

### Say



- Say that, "So, let's start today's session. In this module, we are going to discuss reusable components, media and graphical packages and tools for developing web/media content."
- "Do you know what is reusable components?"
- "Let's find it in detail."

## Explain



- Explain reusable components, media and graphical packages.
- Explain the characteristics of reusable components with help of Fig.3.1.1 given in the Participant Handbook.
- Explain benefits and drawbacks of reusable components, media and graphical packages with help of Fig.3.1.2 and 3.1.3 given in the Participant Handbook.
- Explain the guidelines to create reusable components with help of Fig.3.1.4 given in the Participant Handbook.
- Explain various tools used for reusing media content.

## Elaborate



- Elaborate the following topics:
  - Designing skills required for creating templates and reusable designs (Fig 3.1.5)
  - Technical tasks performed using fireworks and Dreamweaver (Fig 3.1.6)

## Ask



- List five tools used for reusing media content.
- What are the characteristics of reusable components?

## Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Summarize



- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## UNIT 3.2 Verification and Validation of Media and Graphics

### Unit Objectives



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

1. Identify any defects and corrective actions taken to improve media and graphics

### Resources to be Used



- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Explain



- Explain the verification of media and graphics.
- Explain the validation of media and graphics.
- Explain phases for design validation with help of Fig.3.2.1 given in the Participant Handbook.
- Explain details required for design validation with help of Fig.3.2.2 given in the Participant Handbook.
- Explain steps for validation process with help of Fig.3.2.3 given in the Participant Handbook.

### Do/Demonstrate



- Demonstrate verification and validation of media and graphics with the help of the AV link - [youtu.be/lrdTWzRz5v0](https://youtu.be/lrdTWzRz5v0)

**Ask**

- What are the phases of design validation?
- Can anyone tell me steps of validation process?

**Notes for Facilitation**

- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

**Summarize**

- Summarize the session with the roleplay activity.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Exercise



- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 3.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Questions I.
    1. Reference given in 3.1.2 and 3.1.3
    2. Reference given in 3.1.4
    3. Reference given in 3.2.1 and 3.2.2
  - Answers to Questions II.
    1. Reusable components
    2. Chunking and assembling
    3. Design validation
  - Answer to Question III:
    1. Storybook
    2. Design analysis

## QR Code

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<https://youtu.be/IrdTWzRz5v0>

Unit 3.2 Verification and Validation of Media and Graphics



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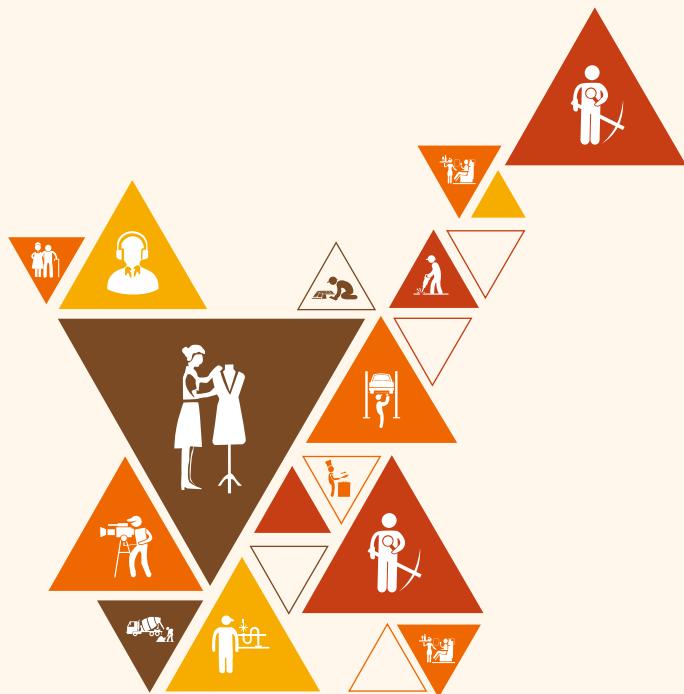


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## 4. Interpret Design Specification

Unit 4.1 - Implementation of Web Design

Unit 4.2 - Technical Validation of a Web's HTML Implementation



## Key Learning Outcomes



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

1. Check the technical implementation of the web design with validation tools.
2. Discuss the technical validation of a web's HTML implementation

## UNIT 4.1 Implementation of Web Design

### Unit Objectives



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

1. Identify the current practice in developing media content and graphic designs.

### Resources to be Used



- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Notes for Facilitation



- Begin the session with a brief recapitulation of the previous session.

### Say



- “We have covered the concept of graphic design, the different elements, and the tools used in the earlier modules. Here, we look into the web design standards.”
- “The best practices for web design consider mainly three categories of standards, namely, brand standards, coding standards and accessibility standards.”
- “Let’s understand these standards in details.”

## Explain

- Explain web design standards with the help of Table 4.1.1 given in the Participant Handbook.
- Explain positioning of web design elements with the help of Fig 4.1.1 given in the Participant Handbook.
- Explain web implementation with the help of Fig 4.1.2 given in the Participant Handbook.
- Explain procedure of web implementation.
- Explain key of web implementation practices with the help of Fig 4.1.3 given in the Participant Handbook.

## Do/Demonstrate

- Demonstrate implementation of web design with the help of the AV link -  
[youtu.be/HF2fnQt-4xE](https://youtu.be/HF2fnQt-4xE)

## Elaborate

- Elaborate the topics below:
  - Testing and its types (Fig 4.1.4)
  - Validation
  - Rework to incorporate feedback

## Ask

- What do you understand by Intelligent call routing?
- List different types of call distribution.
- What is the role of IVR in Automatic Call Distributor (ACD)?

## Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Summarize



- Summarize the session.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## QR Code

Scan the QR Code to watch the related video



<https://youtu.be/HF2fnQt-4xE>

Unit 4.1 Implementation of Web Design

## UNIT 4.2: Technical Validation of a Web's HTML Implementation

### Unit Objectives



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

1. Discuss the technical validation of a web's HTML implementation

### Resources to be Used



- Participant Handbook
- Paper, Pens, Notepad, Chart paper
- Computer, Projector
- Whiteboard, Marker, and Duster

### Say



- “In our previous unit, we have learned about web design standards. Today, we will discuss technical validation of a web's HTML implementation.”
- “Validating a website is the process of ensuring that the web pages on a website conform to the norms or standards defined by different organizations. The importance of validation lies in the fact that all web pages have to be interpreted in an expected way by various devices, search engines, users and visitors to the web page.”
- “Let's understand more about validation of a web's HTML implementation”

## Explain



- Explain validation of websites and its importance.
- Explain validation scope and objects of websites with the help of Fig 4.2.1 in Participant Handbook.
- Explain different validation tools with the help of Fig 4.2.2 in Participant Handbook.
- Explain categories of validation tools with the help of Fig 4.2.3 in Participant Handbook.

## Elaborate



- Elaborate the topics below:
  - HTML validation methods by W3C's markup validation service
  - CSS HTML validator
  - Checklist Items for website implementation (Fig 4.2.5)

## Ask



- What is the importance of website validation?
- List any three validation tools.
- Can anyone list two checkpoints for website implementation?

## Notes for Facilitation



- Allow one or two students to answer the questions.
- Write down the correct answer on the board.

## Summarize



- Summarize the session by asking questions on the topics covered in the class.
- Prepare a list of participant's doubts if they have any. Encourage them to ask questions.
- Answer their queries.

## Exercise



- Instruct the trainees to open their Participant Handbook and complete the exercise given in Module 4.
- Ensure that the participants have opened the correct page for the activity.
- Give them 20 minutes to complete the exercise.
- Exercise Hints:
  - Answers to Questions I.
    1. Reference given in 4.1.1
    2. Reference given in 4.1.2
    3. Reference given in 4.1.1
    4. Reference given in 4.1.3
    5. Reference given in 4.2.1
    6. Reference given in 4.2.1
    7. Reference given in 4.2.1
    8. a) Reference given in 4.2.3
    - b) Reference given in 4.2.3
    - c) Reference given in 4.2.3
    9. Reference given in 4.2.4
    10. Reference given in 4.2.5
  - Answers to Questions II.
    1. Website
    2. Brand standards
    3. Errors
  - Answer to Question III:
    1. Interface testing
    2. All of the above

## QR Code

Scan the QR Code to watch the related video



<https://youtu.be/HF2fnQt-4xE>

Unit 4.1 Implementation of Web Design

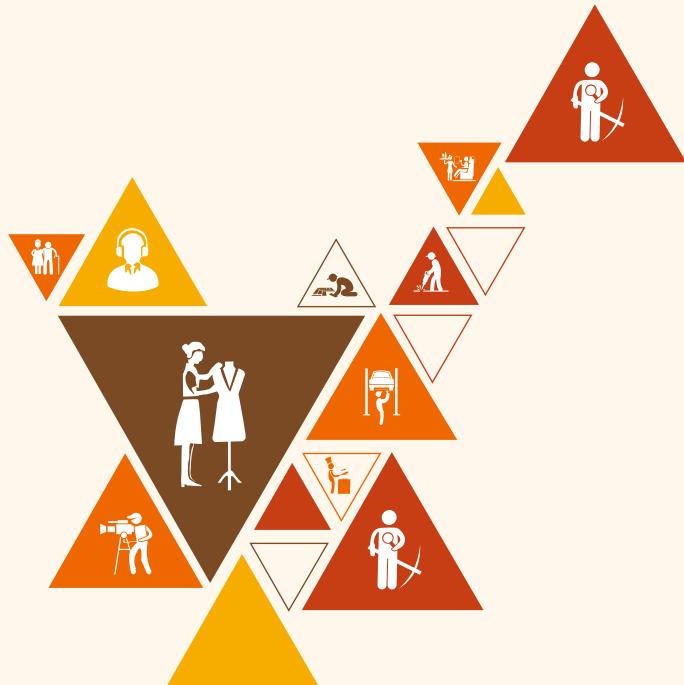


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## **5. Employability and Entrepreneurship Skills**



<https://eskillindia.org/NewEmployability>



**DGT/VSQ/N0102**

Employability skills can be defined as those soft skills which employers look for in a potential employee. These skills equip the employees to carry out their role to the best of their ability and client satisfaction. For example, the ability to explain what you mean in a clear and concise way through written and spoken means, helps to build a better relationship with the client or the customer. Similarly, handling stress that comes with deadlines for finishing work and ensuring that you meet the deadlines can be done through effective self-management training. It can also be done by working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal. In today's digital age, employers expect that the employees should be able to make use of elementary functions of information and communication technology to retrieve, access, store, produce, present and exchange information in collaborative networks via the Internet. Students need to develop entrepreneurial skills, so that they can develop necessary knowledge and skills to start their own business, thus becoming job creators rather than job seekers. Potential employees need to develop green skills, which are the technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community. Thus, students are expected to acquire a range of skills so that you can meet the skill demands of the organisation that you would work for or to set up and run your own business.

This chapter 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.

**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

Scan/Click this QR Code to access eBook

<https://eskillindia.org/NewEmployability>



Scan the QR codes or click on the link to watch the related videos



[youtu.be/SVPIPwNekWc](https://youtu.be/SVPIPwNekWc)

Work ethics to follow in an organization



[youtu.be/g3dN1wkiOL4](https://youtu.be/g3dN1wkiOL4)

Significance of Healthy Team Bonding in Ideal Work Culture



[youtu.be/MMTsI2xT2\\_8](https://youtu.be/MMTsI2xT2_8)

Evacuation procedures for workers and visitors



[youtu.be/jtmfiltg8Jw](https://youtu.be/jtmfiltg8Jw)

Health, Safety, and Accident Reporting Procedures and the Importance



[youtu.be/pNKOC9mNIOs](https://youtu.be/pNKOC9mNIOs)

Follow the accurate process flow to analyze data



**Skill India**  
कौशल भारत - कुशल भारत

सत्यमेव जयते  
GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP

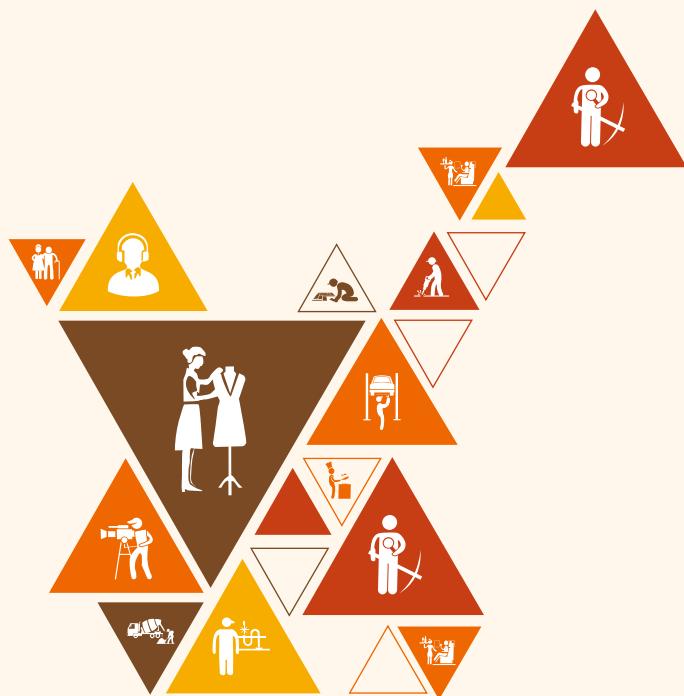
N·S·D·C  
National  
Skill Development  
Corporation  
Transforming the skill landscape



## 6. Annexures

Annexure I : Training Delivery Plan

Annexure II: Assessment Criteria



## ANNEXURE - QR Codes

Sl. No.	Chapter No.	Unit No.	Topic name	Page No.	QR Codes	URL
1	2. Analysis and Design of Web Based Applications	Unit 5.1 Process of conversions and testing new products and applications	Unit 5.1 Process of conversions and testing new products and applications	13		<a href="https://youtu.be/RXOq0d-5g9g">youtu.be/RXOq0d-5g9g</a>
2	3. Develop Media Content and Graphic Designs for Software Products and Application	Unit 3.2 Verification and Validation of Media and Graphics	Unit 3.2 Verification and Validation of Media and Graphics	21		<a href="https://youtu.be/IrdTWzRz5v0">youtu.be/IrdTWzRz5v0</a>
3	4. Interpret Design Specification	Unit 4.1 Implementation of Web Design	Unit 4.1 Implementation of Web Design	26		<a href="https://youtu.be/HF2fnQt-4xE">youtu.be/HF2fnQt-4xE</a>
4	5. Employability Skills (DGT/VSQ/N0 102)	Employability and Entrepreneurship Skills	Work ethics to follow in an organization	33		<a href="https://youtu.be/XjUM90uNBSc">youtu.be/XjUM90uNBSc</a>
5	5. Employability Skills (DGT/VSQ/N0 102)	Employability and Entrepreneurship Skills	Significance of Healthy Team Bonding in Ideal Work Culture	33		<a href="https://youtu.be/WG5ag12xPbY">youtu.be/WG5ag12xPbY</a>

## ANNEXURE - QR Codes

Sl. No.	Chapter No.	Unit No.	Topic name	Page No.	QR Codes	URL
6	5. Employability Skills (DGT/VSQ/N0 102)	Employabilit y and Entreprenu ership Skills	Evacuation procedures for workers and visitors	33		<a href="https://youtu.be/MMTsl2xT2_8">youtu.be/MMTsl2xT2_8</a>
7	5. Employability Skills (DGT/VSQ/N0 102)	Employabilit y and Entreprenu ership Skills	Health, Safety, and Accident Reporting Procedures and the Importance	33		<a href="https://youtu.be/jtmfiltg8Jw">youtu.be/jtmfiltg8Jw</a>
8	5. Employability Skills (DGT/VSQ/N0 102)	Employabilit y and Entreprenu ership Skills	Follow the accurate process flow to analyze data	33		<a href="https://youtu.be/a8NETGQQhyl">youtu.be/a8NETGQQhyl</a>

## Annexure I

### Training Development Plan

<b>Training Delivery Plan</b>			
<b>Program Name</b>	<b>Media Content Developer</b>		
<b>Qualification Pack, Name and Reference ID</b>	Media Content Developer SSC/Q4602, v1.0		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	27/01/2022
<b>Minimum Educational Qualification and Experience</b>	<p>12th Class with NA of experience Basic understanding of computer operation, typing speed of 40wpm</p> <p>OR</p> <p>10th grade pass with 2 Years of experience Basic understanding of computer operation, typing speed of 40wpm</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level with 3 Years of experience Basic understanding of computer operation, typing speed of 40wpm</p>		
<b>Pre-requisites to Training (If any)</b>	Typing speed of 40wpm		
<b>Minimum Job Entry Age</b>	15 years		
<b>Training Outcome</b>	<p><b>After completing this programme, trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>Evaluate the functioning of Business Requirement Specification, User Requirements Specification, Software Requirements Specification and Low-Level Design in the web development domain.</li> <li>Examine how assumptions, constraints, interfaces determine the process of web designing.</li> <li>Collate basic programming structures related to High Level design/Low Level Design and monitor the same.</li> <li>Examine how to create software code that is efficient, readable, and maintainable.</li> <li>Evaluate the process for converting designs into media and graphic content.</li> <li>Examine how to test new products and applications.</li> <li>Illustrate the various forms of coding tools required for software applications and web designs.</li> <li>Convert requirements into web content and graphic designs, leveraging reusable components.</li> <li>Discuss the technical validation of a web's HTML implementation.</li> <li>Demonstrate effective communication and collaboration with colleagues.</li> </ol>		

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>11. Apply measures to maintain standards of health and safety at the workplace.</li><li>12. Use different approaches to effectively manage and share data and information.</li><li>13. Develop strong relationships at the workplace through effective communication and conflict management.</li><li>14. Identify best practices to maintain an inclusive, environmentally sustainable workplace.</li></ul> |
|--|--|

Sl. N.o.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
1.	Analysis and Design of Web Based Applications (SSC/N0503)	Process of conversions and testing new products and applications	1. Discuss the implications that new products and applications may have on business processes.	SSC/N0503	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 7 P: 1
		Software Products and Applications (Contd....)	1. Discuss the implications that new products and applications may have on business processes.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0 P: 8
		Software Products and Applications (Contd....)					T: 0 P: 3
		Process of conversions and testing new products and applications (Contd....)	2. Identify the sources of information to design software products and specifications.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 7 P: 1
		Process of conversions and testing new products and applications (Contd....)	2. Identify the sources of information to design software products and specifications.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0 P: 8

Sl. N o.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodolog y	Training Tools/Aids	Durati on in Hours
		Process of conversions and testing new products and applications (Contd....)					T: 0 P: 3
		Process of conversions and testing new products and applications (Contd....)	2. Identify the sources of information to design software products and specifications. 3. List range of equipment used to design software products and applications.				T: 7 P: 1
		Process of conversions and testing new products and applications (Contd....)	3. List range of equipment used to design software products and applications.		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0 P: 8
		Process of conversions and testing new products and applications (Contd....)	3. List range of equipment used to design software products and applications.				T: 0 P: 6

Sl. N.o.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
2.	Develop Media Content and Graphic Designs for Software Products and Application (SSC/N0503)	Selection of Components and Tools for Web/Media Content Development	1. Select reusable components, media and graphical packages and tools to develop media content	SSC/N05 03	Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 8 P: 0
		Selection of Components and Tools for Web/Media Content Development (Contd....)			Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0 P: 8
		Selection of Components and Tools for Web/Media Content Development (Contd....)			Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0 P: 7
		Verification and Validation of Media and Graphics	2. Identify any defects and corrective actions taken to improve media and graphics		Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 7 P: 1
		Verification and Validation of Media and Graphics (Contd...)			Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0 P: 8
		Verification and Validation of Media and Graphics (Contd...)			Interactive Lecture in the Class	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0 P: 6

Sl. N o.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodolog y	Training Tools/Aids	Durati on in Hours
3.	Interpret Design Specification (SSC/N0503)	Implementation of Web Design	1. Identify the current practice in developing media content and graphic designs.	SSC/N0503	Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 8 P: 0
		Implementation of Web Design (Contd...)	1. Identify the current practice in developing media content and graphic designs.				T: 2 P: 6
		Implementation of Web Design (Contd...)	1. Identify the current practice in developing media content and graphic designs.				T: 0 P: 7
		Technical Validation of a Web's HTML Implementation	1. Discuss the technical validation of a web's HTML implementation.		Interactive Lecture in the Class, Demonstrate	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 8 P: 0
		Technical Validation of a Web's HTML Implementation (Contd...)	2. Discuss the technical validation of a web's HTML implementation.				T: 2 P: 6
		Technical Validation of a Web's HTML Implementation (Contd...)	2. Discuss the technical validation of a web's HTML implementation.				T: 0 P: 6

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
4	Employability & Entrepreneurship Skills	Introduction to Employability Skills	1. Discuss the Employability Skills required for jobs in various industries 2. List different learning and employability related GOI and private portals and their usage	N/A	Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0.5 P:1
		Constitutional Values: Citizenship	1. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen 2. Show how to practice different environmentally sustainable practices		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 0.5 P:1
		Becoming a Professional in the 21st Century	1. Discuss importance of relevant 21st century skills.		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P:1.5

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
			<ol style="list-style-type: none"> <li>1. Exhibit 21st century skills like Self-Awareness, Behaviour 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.</li> <li>2. Describe the benefits of continuous learning</li> </ol>				
		Basic English Skills	<ol style="list-style-type: none"> <li>1. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 4 P: 4
		Basic English Skills (Contd.)	<ol style="list-style-type: none"> <li>2. Read and interpret text written in basic English</li> <li>3. Write a short note/paragraph / letter/e -mail using basic English</li> </ol>				T: 0 P: 2
		Career Development and Goal-Setting	<ol style="list-style-type: none"> <li>1. Create a career development plan with well-defined short- and long-term goals</li> </ol>				T: 1 P: 1

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Communication Skills	<ol style="list-style-type: none"> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</li> <li>Explain the importance of active listening for effective communication</li> <li>Discuss the significance of working collaboratively with others in a team</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T:2 P:3
		Diversity and Inclusion	<ol style="list-style-type: none"> <li>Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD</li> <li>Discuss the significance of escalating sexual harassment issues as per POSH</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 1 P:1.5
		Financial and Legal Literacy	<ol style="list-style-type: none"> <li>Outline the importance of selecting the right financial institution, product, and service</li> <li>Demonstrate how to carry out offline and online financial transactions, safely and securely</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 2 P:3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Essential Digital Skills Essential Digital Skills (Contd.)	1. Describe the role of digital technology in today's life 2. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely 3. Discuss the significance of displaying responsible online behaviour while browsing, using various social media platforms, e-mails, etc., safely and securely 4. Create sample word documents, excel sheets and presentations using basic features utilize virtual collaboration tools to work effectively		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T:4 P:2  T:0 P:4

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Entrepreneurship	<ol style="list-style-type: none"> <li>Explain the types of entrepreneurship and enterprises</li> <li>Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan</li> <li>Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement</li> <li>Create a sample business plan, for the selected business opportunity</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T:3 P:4
		Customer Service	<ol style="list-style-type: none"> <li>Describe the significance of analysing different types and needs of customers</li> <li>Explain the significance of identifying customer needs and responding to them in a professional manner.</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately</li> </ol>				T:2 P:3

Sl. No.	Module Name	Session Name	Session Objectives	NOS Ref.	Methodology	Training Tools/Aids	Duration in Hours
		Getting Ready for Apprenticeships and Jobs	<ol style="list-style-type: none"> <li>1. Create a professional Curriculum Vitae (CV)</li> <li>2. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively</li> <li>3. Discuss the significance of maintaining hygiene and confidence during an interview</li> <li>4. Perform a mock interview</li> <li>5. List the steps for searching and registering for apprenticeship opportunities</li> </ol>		Interactive Lecture in the Class, Activity	Participant handbook, Projector, Whiteboard, Marker, and Duster	T: 3 P:5
<b>Total (In Hours)</b>					<b>Theory</b> <b>Practical</b> <b>On the Job Training</b>	56 94 60	
<b>*Grand Total (in Hours)</b>						210 hours	

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

<b>Assessment Criteria for Technical Support</b>	
<b>Job Role</b>	<b>Media Content Developer</b>
<b>Qualification Pack</b>	<b>SSC/Q4602, v1.0</b>
<b>Sector Skill Council</b>	<b>IT-ITeS Sector Skills Council NASSCOM</b>

<b>Sr. No.</b>	<b>Guidelines for Assessment</b>
1.	Criteria for assessment for each Qualifications File will be approved 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.
4.	Individual assessment agencies will create unique question papers for 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 the Qualifications File, every trainee should score a minimum of 50% of aggregate marks.
7.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification File.

Assessable Outco	Assessment criteria for outcomes	Total Marks (400)	Theory Marks	Practical Marks	Viva Marks
Assessable Outcomes	Assessment Criteria for the Outcomes	Total Mark	Out of	Theory	Skills Practical
<b>SSC/N0503: Develop media content and graphic designs for software products and applications</b>	Pc1. verify Business Requirements Specification (BRS), Software Requirements Specification (SRS), High Level Design (HLD) and Low-Level Design (LLD)	<b>100</b>	10	10	-
	Pc2. access reusable components, media and graphical packages and tools from the organization's knowledge base		10	-	10
	Pc3. convert requirements into media content and graphic designs, leveraging reusable components where available		20	-	20
	Pc4. review media content and graphic designs with superiors and analyse their feedback		10	5	5
	Pc5. record any defects and corrective actions taken to inform future work		10	-	10
	Pc6. rework media content and graphic designs, incorporating feedback		25	5	5
	Pc7. submit media content and graphic designs for approval to supervisor		10	-	10
	Pc8. update the organization's knowledge base with the experiences of the media content and graphic designs developed		10	-	10
	Pc9. comply with organization's policies, procedures and guidelines when analysing data from multiple disparate sources		10	-	10
		<b>Total</b>	<b>100</b>	<b>20</b>	<b>80</b>

Assessable Outcomes	Assessment criteria for outcomes	Total Marks (350)	Theory Marks	Practical Marks	Viva Marks
Outcomes to be assessed/NOSs to be assessed	Assessment criteria for the outcome	Total Marks	Out of	Theory	Skills Practical
<b>DGT/VSQ/N0102: Employability Skills (60 Hours)</b>	Introduction to Employability Skills		2	1	1
	<b>PC1.</b> Identify employability skills required for jobs in various industries		-	-	-
	<b>PC2.</b> Identify and explore learning and employability portals		-	-	-
	<b>Constitutional values – Citizenship</b>		2	1	1
	<b>PC3.</b> 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.		-	-	-
	<b>PC4.</b> Follow environmentally sustainable practices		-	-	-
	<b>Becoming a Professional in the 21st Century</b>		6	2	4
	<b>PC5.</b> Recognize the significance of 21st century skills for employment		-	-	-
	<b>PC6.</b> 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.		-	-	-
	<b>Basic English Skills</b>		5	2	1

Assessable Outcomes	Assessment criteria for outcomes	Total Marks (350)	Theory Marks	Practical Marks	Viva Marks
Outcomes to be assessed/NOSs to be assessed	Assessment criteria for the outcome	Total Marks	Out of	Theory	Skills Practical
	<b>PC7.</b> Use Basic English for everyday conversationin different contexts, in person and over thetelephone		-	-	-
	<b>PC8.</b> Read and understand routine information,notes, instructions, mails, letters etc. Written inEnglish		-	-	-
	<b>PC9.</b> Write short messages, notes, letters, e-mails etc. in English		-	-	-
	<b>Career Development &amp; Goal Setting</b>		<b>3</b>	<b>1</b>	<b>2</b>
	<b>PC10.</b> Understand the difference between job and career		-	-	-
	<b>PC11.</b> Prepare a career development plan withshort- and long-term goals, based on aptitude		-	-	-
	<b>Communication Skills</b>		<b>4</b>	<b>2</b>	<b>2</b>
	<b>PC12.</b> Follow verbal and non-verbal Communication etiquette and active listeningtechniques in various settings		-	-	-
	<b>PC13.</b> Work collaboratively with others in a team		-	-	-
	<b>Diversity &amp; Inclusion</b>		<b>3</b>	<b>1</b>	<b>2</b>
	<b>PC14.</b> Communicate and behave appropriatelywith all genders and PWD		-	-	-
	<b>PC15.</b> Escalate any issues related to sexualharassment at workplace according to posh act		-	-	-

Assessable Outcomes	Assessment criteria for outcomes	Total Marks (350)	Theory Marks	Practical Marks	Viva Marks
Outcomes to be assessed/NOSs to be assessed	Assessment criteria for the outcome	Total Marks	Out of	Theory	Skills Practical
	<b>Financial and Legal Literacy</b>		5	2	3
	<b>PC16.</b> Select financial institutions, products and services as per requirement		-	-	-
	<b>PC17.</b> Carry out offline and online financial transactions, safely and securely		-	-	-
	<b>PC18.</b> Identify common components of salary and compute income, expenses, taxes, investments etc.		-	-	-
	<b>PC19.</b> Identify relevant rights and laws and use legal aids to fight against legal exploitation		-	-	-
	<b>Essential Digital Skills</b>	7	3	4	
	<b>PC20.</b> Operate digital devices and carry out basic internet operations securely and safely		-	-	-
	<b>PC21.</b> Use e-mail and social media platforms and virtual collaboration tools to work effectively		-	-	-
	<b>PC22.</b> Use basic features of word processor, spreadsheets, and presentations		-	-	-
	<b>Entrepreneurship</b>	5	2	3	
	<b>PC23.</b> Identify different types of entrepreneurship and enterprises and assess opportunities for potential business through research		-	-	-
	<b>PC24.</b> Develop a business plan and a work model, considering the 4ps of marketing product, price, place and promotion		-	-	-

Assessable Outcomes	Assessment criteria for outcomes	Total Marks (350)	Theory Marks	Practical Marks	Viva Marks
Outcomes to be assessed/NOSs to be assessed	Assessment criteria for the outcome	Total Marks	Out of	Theory	Skills Practical
	<b>PC25.</b> Identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity		-	-	-
	<b>Customer Service</b>		<b>3</b>	<b>1</b>	<b>2</b>
	<b>PC26.</b> Identify different types of customers		-	-	-
	<b>PC27.</b> Identify and respond to customer requests and needs in a professional manner.		-	-	-
	<b>PC28.</b> Follow appropriate hygiene and grooming Standards		-	-	-
	Getting Ready for Apprenticeship & Jobs		<b>5</b>	<b>2</b>	<b>3</b>
	<b>PC29.</b> Create a professional curriculum vitae(résumé)		-	-	-
	<b>PC30.</b> Search for suitable jobs using reliable offline and online sources such as employment exchanges, recruitment agencies, newspapers etc. And job portals, respectively		-	-	-
	<b>PC31.</b> Apply to identified job openings using offline/online methods as per requirement		-	-	-
	<b>PC32.</b> Answer questions politely, with clarity and confidence, during recruitment and selection		-	-	-
	<b>PC33.</b> Identify apprenticeship opportunities and register for it as per guidelines and requirements		-	-	-
			<b>50</b>	<b>20</b>	<b>30</b>

## 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 organization.
- **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 organizational specific knowledge that an individual needs in order to perform to the required standard.
- **Organizational Context:** 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.
- **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.



**Skill India**  
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