



Model Curriculum

QP Name: Multi Skill Technician (Household and Small Establishment)

QP Code: DWC/Q0109

QP Version: 1.0

NSQF Level: 3

Model Curriculum Version: 1.0



Table of Contents

Contents

Training Parameters	3
Training Outcomes	5
Compulsory Modules	5
Elective Modules	Error! Bookmark not defined.
Module Details	6
Module 1: Introduction to Domestic Workers Sector and Multi Skill Technician	6
Module 2: General repair and maintenance work	7
Module 3: Use and maintenance of tools, equipment and machines.....	9
Module 4: Hygiene and Work Etiquettes.....	11
Module 5: Clean and Secure Working Environment.....	12
Module 6: Promote effective communication and practice inclusivity	154
Module 7: Employability skills.....	165
Trainer Requirements.....	17
Assessor Requirements.....	18
Assessment strategy.....	19
Glossary.....	210
Acronyms and Abbreviations	221

Training Parameters

Sector	Domestic Workers Sector Skill Council
Sub-Sector	Cleaning/ Housekeeping
Occupation	Multi Skill Technician
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/9622
Minimum Educational Qualification and Experience	<p>10th Grade Pass OR 8th Grade pass and pursuing continuous schooling in regular school (in case of 2 year program) OR 9th Grade pass and pursuing continuous schooling in regular school OR 9th Grade pass with 1 year of relevant experience OR 8th Class pass with 2 year of relevant experience OR 5th Class Pass with 5 years of relevant experience OR Previous relevant Qualification of NSQF Level 2.5 with 1.5 Year of relevant experience OR Previous relevant Qualification of NSQF Level 2 with 3 Year of relevant experience</p>
Pre-Requisite License or Training	Nil
Minimum Job Entry Age	18 years
Last Reviewed On	29.09.2023
Next Review Date	29.09.2026
NSQC Approval Date	29.09.2023
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Model Curriculum Valid Up to Date	29.09.2026
Model Curriculum Version	1.0

Multi Skill Technician (Household and small establishments)



Minimum Duration of the Course	360 Hours, 0 Minutes
Maximum Duration of the Course	480 Hours, 0 Minutes

Program Overview

Training Outcomes

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

- Execute general repair and maintenance work at various settings
- Demonstrate how to use different tools, equipment and machines used for repair and maintenance tasks
- Carry out maintenance and basic cleaning of various tools, equipment and machines.
- Apply appropriate practices to monitor health, hygiene and safety standards at the workplace
- Employ appropriate practices to ensure gender, PwD and age-sensitivity
- Practice various employability related skills

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
DWC/N9907 – Execute general repair and maintenance work in residential and commercial settings NOS Version No. 1.0 NSQF Level 5	60:00	90:00	00:00	00:00	150:00
Module 1: Introduction to Multi Skill Technician	07:00	03:00	00:00	00:00	10:00
Module 2: General repair and maintenance work	53:00	87:00	00:00	00:00	140:00
DWC/N1604 – Use and care for tools and equipment relevant for carrying out repair and maintenance tasks NOS Version No. 1.0 NSQF Level 5	40:00	50:00	00:00	00:00	90:00

Module 3: Use and maintenance of tools, equipment and machines	40:00	50:00	00:00	00:00	90:00
DWC/N9902 – Display standards of hygiene and work etiquettes NOS Version No. 6.0 NSQF Level 3	10:00	20:00	00:00	00:00	30:00
Module 4: Hygiene and Work Etiquettes	10:00	20:00	00:00	00:00	30:00
DWC/N9903 – Maintain a clean and secure working environment NOS Version No. 5.0 NSQF Level 3	10:00	20:00	00:00	00:00	30:00
Module 5: Clean and Secure Working Environment	10:00	20:00	00:00	00:00	30:00
DWC/N0228– Communicate effectively with individuals at all levels and practice inclusivity NOS Version No. 1.0 NSQF Level	10:00	20:00	00:00	00:00	30:00
Module 6: Promote effective communication and practice inclusivity	10:00	20:00	00:00	00:00	30:00
DGT/VSQ/N0101 – Employability skills NOS Version No. 1.0 NSQF Level 3	20:00	10:00	00:00	00:00	30:00
Module 7: Employability skills	20:00	10:00	00:00	00:00	30:00
Total Duration	150:00	210:00	00:00	120:00	360:00

Module Details

Module 1: Introduction to Domestic Workers Sector and Multi Skill Technician

Mapped to Bridge Module

Terminal Outcomes:

- State the vision and objectives of Domestic Workers Sector
- Describe the background and Domestic Workers Sector in India
- Explain the attributes, role and responsibilities of the Multi Skill Technician

Duration: 07:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the objectives of the program on the Multi Skill Technician • Discuss objectives of the Domestic Workers Sector. • Explain the categorisation of domestic workers in India. • Discuss about the emerging trends and reasons for growth of the domestic workers sector in India. • Discuss the draft national policy and existing statutory provisions for Domestic Workers in India • Describe the required attributes for a Multi Skill Technician • Explain the role and responsibilities of Multi Skill Technician 	<ul style="list-style-type: none"> • Draw a table classifying the occupations available in Domestic Workers Sector • Prepare the list of responsibilities of the Multi Skill Technician
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
Tools, Equipment and Other Requirements	
N/A	

Module 2: General repair and maintenance work

Mapped to DWC/N9907, v.1

Terminal Outcomes:

- Discuss about various tasks that a Multi Skill Technician should perform
- Elaborate on detecting and solving various everyday issues
- Demonstrate how to perform various repair and maintenance jobs such as carpentry, repairing windows, performing plumbing, fixing electrical issues and others

Duration: 53:00	Duration: 57:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Enlist various tasks and roles that come under the ambit of a Multi Skill Technician • Elaborate on detecting and solving various everyday issues • Discuss about various carpentry tasks that a Multi Skill Technician should be able to perform • Elaborate on various roof related tasks that a Multi Skill Technician should be able to perform • Explain about various electrical issues that a Multi Skill Technician should solve • Discuss on different plumbing tasks that a Multi Skill Technician should do • Elaborate on types of landscaping and decorative tasks that a Multi Skill Technician should perform 	<ul style="list-style-type: none"> • Employ methods to detect and solve various issues of everyday life in different set-ups • Demonstrate how to perform carpentry jobs such as installing cabinets, doors and countertops, changing door and window locks and others • Apply techniques to carry out window repairs • Show how to carry out various roof related tasks such as removing dirt and debris from guttering, replacing shingles and so on • Display how to perform plumbing tasks such as installing new taps, sinks and toilets, repairing leaks and installing and replacing piping • Apply techniques to fix basic electrical issues such as replacing bulbs, tubes etc., rewiring sockets, repairing appliances, machinery or equipment and others • Demonstrate how to perform various landscaping and decorative activities such as mowing lawns and removing weeds, trimming hedges, bushes and trees, painting walls and ceilings, sanding floors and other wooden surfaces and so on
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
Tools, Equipment and Other Requirements:	

Multi Skill Technician (Household and small establishments)



Different Carpentry equipment such as (hammer, chisel, screwdriver, various types of nails and others), Different Plumbing equipment such as (various types of wrenches, pliers, pipe cutters, plungers, hand auger etc.), Different equipment used to fix electrical issues (such as pliers, nut and screwdrivers, wire strippers, power saws, power drills, hammer etc.), Various equipment for landscaping and decorative jobs such as (spade, pruning shears, paint brush of different types, paints of different colours and types and so on), other relevant items

Module 3: Use and maintenance of tools, equipment and machines

Mapped to DWC/N1604, v.1

Terminal Outcomes:

- Demonstrate how to maintain and clean different types of equipment, tools and machines used for repair and maintenance tasks
- Employ techniques to troubleshoot any type of breakdown in an equipment, tool or machine

Duration: 40:00	Duration: 50:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Enlist different types of equipment, tools and machines used for repair and maintenance tasks • Explain the uses and functions of different types of equipment, tools and machines used for repair and maintenance tasks • List down the points that should be considered while handling equipment, machines and tools while doing repairing work • Elaborate on the techniques used to lift and handle different maintenance and repair tools, equipment and machines appropriately • Discuss about cleaning and maintaining different tools, equipment and machines used in repairing work • Elaborate on use of PPE for repairing work • Explain the importance of having machine guards in place • Discuss the relevance of checking the working and performance of all the equipment and machines on a regular basis • Elaborate on various types of breakdown in the machines, tools and equipment used in repairing and maintenance work 	<ul style="list-style-type: none"> • Identify a variety of tools, equipment and machines used for repair and maintenance tasks • Demonstrate how to use and handle different tools, equipment and machines safely while doing repair work • Apply techniques to lift and handle cleaning tools, equipment and machines appropriately • Show how to clean and maintain a variety of tools, equipment and machines used for cleaning purpose • Demonstrate how to wear different PPE while performing repair and maintenance tasks • Employ ways to ensure that all machine guards are in place • Demonstrate ways to check working and performance of different equipment and machines • Demonstrate how to identify breakdown and its type in different machines, tools or equipment • Role play a situation to report about breakdown of a machine, tool or equipment • Role play on how to use

	<p>alternative means for completion of task in case of major equipment/tool/machine breakdown</p>
<p>Classroom Aids:</p>	
<p>PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.</p>	
<p>Tools, Equipment and Other Requirements:</p>	
<p>Different Carpentry equipment such as (hammer, chisel, screwdriver, various types of nails and others), Different Plumbing equipment such as (various types of wrenches, pliers, pipe cutters, plungers, hand auger etc.), Different equipment used to fix electrical issues (such as pliers, nut and screwdrivers, wire strippers, power saws, power drills, hammer etc.), Various equipment for landscaping and decorative jobs such as (spade, pruning shears), PPE (such as eyewear, gloves, boots etc.), and other necessary items</p>	

Module 4: Hygiene and Work Etiquettes

Mapped to DWC/N9902 v.6

Terminal Outcomes:

- Demonstrate the ways of effective communication and maintaining work etiquettes.
- State the ways of dressing professionally and maintaining a well-groomed personality.
- Demonstrate ways of communication that reflects gender and PwD sensitivity.
- Explain the ways of maintaining the standards of personal hygiene.
- Manage time and workload appropriately while having a positive attitude.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain about effective communication with employer, co-workers and the family. • Define ethical behaviour and personal integrity. • Discuss the method of dressing professionally and maintaining personal hygiene and grooming. • Explain gender discrimination, gender equality and various ways of being gender sensitive. • Explain the rudimentary rights and privileges of the PwDs, and methods to be sensitive to them • Discuss about personal, social and telephone etiquettes. • Explain the ways of managing time and maintaining a positive outlook. • Explain one’s responsibilities, duties and rights. 	<ul style="list-style-type: none"> • Demonstrate the ways of communicating effectively with employer, his/ her family, co-workers, visitors and guests. • Demonstrate the way of dressing/ grooming professionally and maintaining personal hygiene. • Demonstrate ways of communication that reflects gender and PwD sensitivity. • Demonstrate ways to support the PwD with their chores or help as required by them. • Demonstrate telephone etiquette while taking a call. • Prepare a sample plan to manage time and workload based on one’s personal and professional life.
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector and Screen, Audio-visual, Chart paper, Telephone connection, Landline phone, and other required stationery.	
Tools, Equipment and Other Requirements	
Mobile phones, Papers, Pen, Fax, Computer, Cleaners, Broom, Wiper, Napkins, Handkerchief, PPE, Clean Clothes, Tooth Brush, Soap, Dresses, Shoes, Sandals, Wrist Watch, Notepad, etc.	

Module 5: Clean and Secure Working Environment

Mapped to DWC/N9903, v.5

Terminal Outcomes:

- Demonstrate ways to maintain a safe and secure environment at work.
- Demonstrate ways to handle emergency situations.
- Explain the ways of conservation of energy and material while performing daily activities.
- State the importance of practicing environment friendly methods of working.
- Explain the importance and ways of keeping the surrounding clean, hygienic and pollution free.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Identify unsafe conditions and hazards in the households/ workplace, and explain various safety measures to deal with them. • Explain about various emergency responses to different emergency situations/ hazards • Describe the causes of fire and various fire extinguishants. • Describe how to identify symptoms of an illness/ injury, and apply requisite first aid. • Describe ABC (Airway, breathing and circulation) procedure and CPR (Cardiopulmonary Resuscitation). • Explain environment friendly practices to minimise pollution of air, water, noise, earth etc. • Describe different types of waste, their segregation, and applying 3 Rs (Reduce, recycle and re-use) of waste management. • Discuss the method of keeping the workplace bugs/ germs/ rodent free. • State the importance of 	<ul style="list-style-type: none"> • Inspect given area for unsafe conditions and hazards. • Demonstrate responses to different emergency situations. • Operate of the different types of fire extinguishers based on the type of fire • Address given medical emergencies through process of ABC and provision of first aid, evacuation thereof. • Carry out CPR or mouth to mouth respiration in case required. • Demonstrate ways of conserving energy and material at the workplace. • Demonstrate how to sort and dispose waste of different categories. • Demonstrate the ways of disinfecting and keeping the house bug free.

conservation of energy and materials.	
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.	
Tools, Equipment and Other Requirements	
Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins as Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.	

Module 6: Promote effective communication and practice inclusivity

Mapped to DW/N0228, v.1

Terminal Outcomes:

- Demonstrate ways to communicate with people at workplace in an efficient manner
- Discuss and display how to practice inclusive behaviour

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of communicating effectively with people at workplace • Discuss ways to trust, support and respect people at workplace • Explain the relevance of not to interrupt others while they speak • Discuss the ways to pass on relevant information • Explain the importance of seeking and providing feedback regarding work • Discuss ways to maintain clarity, honesty and transparency while communicating with others • Discuss how to respect the personal and professional space of people at workplace • Elaborate on the type of body language to be maintained while interacting with others • Discuss about the use of inclusive language • Elaborate on the various guidelines laid in POSH act 	<ul style="list-style-type: none"> • Demonstrate ways to interact with people at workplace in a polite and professional manner • Role play on how to be an active listener • Demonstrate ways to offer friendly, courteous and hospitable service to others • Show how to pass on relevant information to others • Role play on how to seek and provide feedback regarding work • Demonstrate how to maintain appropriate body language while communicating with others • Display how to empathize with people from different age groups, genders, religions, caste • Demonstrate ways to assist and empathize with a Person with Disability • Demonstrate the procedure of reporting any violation of POSH rules
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephoneconnection, landline phone, and other required stationery.	
Tools, Equipment and Other Requirements	
Telephone, mobile, notepad, pen, other necessary items.	

Module 7: Employability skills

Mapped to DGT/VSQ/N0101, v.1

Terminal Outcomes:

- Discuss the Employability Skills required for jobs in various industries
- 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
- Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan

Duration: 20:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the Employability Skills required for jobs in various industries • List different learning and employability related GOI and private portals and their usage • 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 • Discuss importance of relevant 21st century skills. • Describe the benefits of continuous learning. • Explain the importance of active listening for effective communication • Discuss the significance of working collaboratively with others in a team • Discuss the significance of escalating sexual harassment issues as per POSH act. • List the common components of salary and compute income, expenditure, taxes, investments etc. • Discuss the legal rights, laws, and aids • Describe the role of digital technology in today's life • Discuss the significance of displaying responsible online behaviour while browsing, using various social media 	<ul style="list-style-type: none"> • Practice different environmentally sustainable practices. • 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. • Demonstrate 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 • Create a career development plan with well-defined short- and long-term goals • Communicate effectively using verbal and nonverbal communication etiquette. • Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD • 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

<p>platforms, e-mails, etc., safely and securely</p> <ul style="list-style-type: none"> • 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 • Detail the significance of analyzing different types and needs of customers • Explain the significance of identifying customer needs and responding to them in a professional manner. • Discuss the significance of maintaining hygiene and dressing appropriately • Explain the significance of maintaining hygiene and confidence during an interview • List the steps for searching and registering for apprenticeship opportunities 	<ul style="list-style-type: none"> • 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 • Devise a sample business plan, for the selected business opportunity • 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
<p>Classroom Aids:</p>	
<p>PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below), Scanner cum Printer</p>	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
12 th / Certificate/ Graduate	Plumbing, electrical work, carpentry, and general maintenance	4/3/2		2/3	Relevant industry experience and qualifications in areas such as plumbing, electrical work, carpentry, and general maintenance	Equipped with the necessary skills and knowledge to effectively to train learners in this field.

Trainer Certification	
Domain Certification	Platform Certification
Certified in ToT for Job Role: Multi Skill Technician (Household and Small Establishment) mapped to QP: "DWC/Q0109, v 1.0". Minimum accepted score is 60%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "Master Trainer (VET and Skills) MEP/Q2601, v2.0". Minimum accepted score is 80%.

Assessors Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
12 th / Certificate/ Graduate	Plumbing, electrical work, carpentry, and general maintenance	5/4/3		2/3	relevant industry experience and qualifications in areas such as plumbing, electrical work, carpentry, and general maintenance	Equipped with the necessary skills and knowledge to effectively to train learners in this field.

Assessor Certification	
Domain Certification	Platform Certification
Certified in ToA for Job Role: Multi Skill Technician (Household and Small Establishment) mapped to QP: “DWC/Q0109, v 1.0”. Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “Master assessor (VET and Skills) MEP/Q2701, v2.0”. 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

2. 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, 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 (Tablet/Computer) or Offline (OMR/PP).
- Confirm adequate number of Tablets available to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME verified by the other Subject Matter Experts
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified & trainer must be ToT Certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:

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

5. Method of verification or validation:

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

6. 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

Terms	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Terms	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
PC	Performance Criteria
DWSSC	Domestic Workers Sector Skill Council
MC	Model Curriculum
OJT	On Job Training
KLO	Key Learning Outcomes
SME	Subject Matter Expert
ToA	Training of Assessors
ToT	Training of Trainers
SIP	Skill India Portal
TP	Training Partner
SDMS	Skill Development and Management System
VTP	Vocational Training Provider
TC	Training Centre
OMR	Optical Mark Recognition
PPE	Personal Protective Equipment
SSC	Sector Skill Council
PwD	Persons with Disabilities
ADL	Activities of Daily Living
CPR	Cardio Pulmonary Resuscitation
UV	Ultraviolet
ABC	Airways, Breathing and Circulation