



IT - ITes SSC  
**NASSCOM**



# Model Curriculum

**QP Name: Sr. Associate - Desktop Publishing (DTP)**

**QP Code: SSC/Q2702**

**QP Version: 3.0**

**NSQF Level: 5**

**Model Curriculum Version: 3.0**

IT-ITes Sector Skills Council NASSCOM | Plot No – 7, 8, 9 & 10, Sector 126, Noida, UP.  
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## Training Parameters

<b>Sector</b>	IT-ITeS
<b>Sub-Sector</b>	Business Process Management
<b>Occupation</b>	Editorial and Desktop Publishing
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3512.0202
<b>Minimum Educational Qualification and Experience</b>	Graduation in relevant field (Statistics/ Science/Technology/ Mathematics) OR 12th Class (Maths Stream) with 3 years of relevant experience in technical support/IT Job roles
<b>Pre-Requisite License or Training</b>	Certifications in Desktop publishing software, tools, and platforms
<b>Minimum Job Entry Age</b>	20 Years
<b>Last Reviewed On</b>	17-11-2022
<b>Next Review Date</b>	17-11-2025
<b>NSQC Approval Date</b>	17-11-2022
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	17-11-2022
<b>Model Curriculum Valid Up to Date</b>	17-11-2025
<b>Model Curriculum Version</b>	3.0
<b>Minimum Duration of the Course</b>	420 hours (Includes 90 hours of OJT)
<b>Maximum Duration of the Course</b>	420 hours (Includes 90 hours of OJT)

## Program Overview

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

### Training Outcomes

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

- Comprehend and work on page designing using various modes and software like PageMaker, Corel, Adobe, In-Design, Illustrator, etc.
- Discuss with stakeholders on storing publications, version control and access issues.
- Organize stacking up of the most up-to-date versions of publications to avoid mismatch.
- Evaluate the process of making content ready for publishing through various tools.
- Modify content into draft publications mitigating formatting and designing errors and review the same before final print.
- Discuss the use of software tools for publishing content.
- List the types of production process/ types including digital and print.
- Evaluate work skills required for upstream and downstream production process.
- Demonstrate effective communication and collaboration with colleagues.
- Apply measures to maintain standards of health and safety at the workplace.
- Use different approaches to effectively manage and share data and information.
- Develop strong relationships at the workplace through effective communication and conflict management.
- Identify best practices to maintain an inclusive, environmentally sustainable workplace.

### Compulsory Modules

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

NOS and Module Details	Theory Duration (In Hours)	Practical Duration (In Hours)	On-the-Job Training Duration (Mandatory )	On-the-Job Training Duration (Recommended)	Total Duration (In Hours)
SSC/N2702 Provide/control access to publications NOS Version No. 2 NSQF Level 5	36:00	54:00	00:00	00:00	90:00

Module 1: Concept of Publications	18:00	27:00	00:00	00:00	45:00
Module 2: Provide/control access to Publications	18:00	27:00	00:00	00:00	45:00
<b>SSC/N2703 Publish content NOS Version No. 2 NSQF Level 5</b>	<b>53:00</b>	<b>97:00</b>	<b>00:00</b>	<b>00:00</b>	<b>150:00</b>
Module 3: Technical Skills for publishing content	16:00	19:00	00:00	00:00	35:00
Module 4: Publish Content in standard formats	15:00	27:00	00:00	00:00	42:00
Module 5: Software Requirement for publishing content	15:00	27:00	00:00	00:00	42:00
Module 6: Production requirements for publication process	07:00	24:00	00:00	00:00	31:00
<b>SSC/N9014 Implement &amp; Improve the Gender Sensitivity, PWD (Person/People with Disability) Sensitivity and Greening NOS Version No. 1 NSQF Level 5</b>	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 7: Inclusive and Environmentally Sustainable Workplaces	10:00	20:00	00:00	00:00	30:00
<b>Employability Skill 60 Hours</b>	<b>24:00</b>	<b>36:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
Module 8: Introduction to Employability Skills	00:30	01:00	00:00	00:00	01:30
Module 9: Constitutional values - Citizenship	00:30	01:00	00:00	00:00	01:30
Module 10: Becoming a Professional in the 21st Century	01:00	01:30	00:00	00:00	02:30
Module 11: Basic English Skills	04:00	06:00	00:00	00:00	10:00



Module 12: Career Development & Goal Setting	01:00	01:00	00:00	00:00	02:00
Module 13: Communication Skills	02:00	03:00	00:00	00:00	05:00
Module 14: Diversity & Inclusion	01:00	01:30	00:00	00:00	02:30
Module 15: Financial and Legal Literacy	02:00	03:00	00:00	00:00	05:00
Module 16: Essential Digital Skills	04:00	06:00	00:00	00:00	10:00
Module 17: Entrepreneurship	03:00	04:00	00:00	00:00	07:00
Module 18: Customer Service	02:00	03:00	00:00	00:00	05:00
Module 19: Getting ready for apprenticeship & Jobs	03:00	05:00	00:00	00:00	08:00
<b>OJT</b>	<b>00:00</b>	<b>00:00</b>	<b>90:00</b>	<b>00:00</b>	<b>90:00</b>
<b>Total Duration</b>	<b>123:00</b>	<b>207:00</b>	<b>90:00</b>	<b>00:00</b>	<b>420:00</b>

## Module Details

### Module 1: Concept of Publications

Mapped to SSC/N2702, v2.0

#### Terminal Outcomes:

- Identify the concept of publications and its use in business.
- Analyse various modes of page designing available in the industry.

<b>Duration: 18:00(In Hours)</b>	<b>Duration: 27:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the various nature of publications, including digital, multimedia, web-based, print, etc.</li> <li>• Outline the utility of the most up to date version of publications.</li> </ul>	<ul style="list-style-type: none"> <li>• Infer the purpose of version control in publications.</li> <li>• Demonstrate how computers are used for purpose of page designing of various types.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Access to Customer survey tools (e.g., Survey Monkey, Google Consumer Survey), data analysis tools such as MS-Excel, SPSS, MatLab, R Audio / Video / text Recording tools Access to a set of well-defined and limited scope publishing requirements for hands on practice in fixed hour Lab sessions.	

## Module 2: Provide/Control Access to Publications

Mapped to SSC/N2702, v2.0

### Terminal Outcomes:

- Discuss with superiors about storing publications, version control and access requests.
- Organize stacking up of the most up-to-date versions of publications to avoid mismatch.

Duration: 18:00(In Hours)	Duration: 27:00(In Hours)
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the specific versions of publications are not duplicated.</li> <li>• Illustrate methods to provide selective access to publications only to those who are entitled.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice methods to store publications according to general policies, procedures, and standards.</li> <li>• Sketch the various storage modes of publications and their purpose, like hard copies, soft copies, master database, SAP control management, etc.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Access to Customer survey tools (e.g., survey monkey, google consumer survey), data analysis tools such as MS-Excel, SPSS, MatLab, R Audio / Video / text Recording tools Access to a set of well-defined and limited scope publishing requirements for hands on practice in fixed hour Lab sessions.	

## Module 3: Technical Skills for Publishing Content

Mapped to SSC/N2703, v2.0

### Terminal Outcomes:

- Evaluate the process of making the content ready for publishing through various tools.

<b>Duration: 16:00(In Hours)</b>	<b>Duration: 19:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Classify the features and use of various tools, like text box, text formatting and layout, graphic tools, paint tools, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to operate Windows Bitmap (.BMP), Graphic Interchange Format (.GIF), Joint Photographic Experts Group (. JPEG), Portable Network Graphic (. PNG), PaintShopPro (. PSP), etc.</li> <li>Prepare technique of applying page set-up, margin allocation, and setting bleed value features for page design.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Access to Publishing tools and software Access to a set of well-defined and limited scope publishing requirements for hands on practice in fixed hour Lab sessions.	

## Module 4: Publish Content in Standard Formats

Mapped to SSC/N2703, v2.0

### Terminal Outcomes:

- Identify the selective requirements of the content for publications.
- Modify content into draft publications mitigating formatting and designing errors and review the same before final print.

Duration: 15:00(In Hours)	Duration: 27:00(In Hours)
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Classify document quality issues and clarify these with trainers.</li> <li>• Compare all versions of content to ensure that correct versions for publications are available.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish how irregular formatting, inappropriate image, text line missing, design mismatch, etc. can impact quality issues.</li> <li>• Prepare outputs of publications in formats required for production teams.</li> <li>• Examine steps to curate clear instructions for production teams, where required.</li> <li>• Develop strategies to maintain liaison with production teams to resolve any production issues.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Access to Publishing tools and software Access to a set of well-defined and limited scope publishing requirements for hands on practice in fixed hour Lab sessions.	

## Module 5: Software Requirement for Publishing Content

Mapped to SSC/N2703, v2.0

### Terminal Outcomes:

- Comprehend the types of software used for content publication.

<b>Duration: 15:00(In Hours)</b>	<b>Duration: 27:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the use of software tools for publishing content.</li> <li>• Illustrate the use of various software tools like Adobe, PageMaker, Corel, Quark, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the working principle and process of various software, like Adobe InDesign, Microsoft Publisher, QuarkXPress, Serif PagePlus, Scribus, etc.</li> <li>• Practice the methods to operate tools, like Adobe FrameMaker, Adobe Freehand, Adobe PageMaker, Adobe InDesign, Corel Draw, etc.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Access to Publishing tools and software Access to a set of well-defined and limited scope publishing requirements for hands on practice in fixed hour Lab sessions.	

## Module 6: Production Requirement for Publication Process

Mapped to SSC/N2703, v2.0

### Terminal Outcomes:

- List the types of production process, including digital and print.
- Evaluate upstream and downstream production process.

<b>Duration: 07:00(In Hours)</b>	<b>Duration: 24:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the key features of each type of production process used for publication.</li> </ul>	<ul style="list-style-type: none"> <li>• Categorize the differences between upstream and downstream production.</li> <li>• Relate the type of production, like verbal, graphical, multi-media, etc along with the nature of content, suitable for each.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Access to Publishing tools and software Access to a set of well-defined and limited scope publishing requirements for hands on practice in fixed hour Lab sessions.	

## Module 7: Inclusive and Environmentally Sustainable Workplaces

Mapped to SSC/N9014, v1.0

### Terminal Outcomes:

- Illustrate sustainable practices at workplace for energy efficiency and waste management.
- Apply different approaches to maintain gender equality and increase inclusiveness for PwD.

<b>Duration: 10:00(In Hours)</b>	<b>Duration: 20:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe different approaches for efficient energy resource utilisation and waste management.</li> <li>• Describe the importance of following the diversity policies.</li> <li>• Identify stereotypes and prejudices associated with people with disabilities and the negative consequences of prejudice and stereotypes.</li> <li>• Discuss the importance of promoting, sharing, and implementing gender equality and PwD sensitivity guidelines at organization level.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the segregation of recyclable, non-recyclable and hazardous waste generated.</li> <li>• Demonstrate different methods of energy resource use optimization and conservation.</li> <li>• Demonstrate essential communication methods in line with gender inclusiveness and PwD sensitivity.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities	

## Module 8: Introduction to Employability Skills

*Mapped to NOS 60 Hours (Version No. 1)*

### Key Learning Outcomes:

- Discuss the Employability Skills required for jobs in various industries
- List different learning and employability related GOI and private portals and their usage

**Duration:1.5 Hours (0.5 Theory + 1 Practical)**

## Module 9: Constitutional values - Citizenship

*Mapped to NOS 60 Hours (Version No. 1)*

### Key Learning Outcomes:

- 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
- Show how to practice different environmentally sustainable practices

**Duration:1.5 Hours (0.5 Theory + 1 Practical)**

## Module 10: Becoming a Professional in the 21st Century

*Mapped to NOS 60 Hours (Version No. 1)*

### Key Learning Outcomes:

- Discuss importance of relevant 21st century skills.
- 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.
- Describe the benefits of continuous learning

**Duration:2.5 Hours (1 Theory + 1.5 Practical)**

## Module 11: Basic English Skills

*Mapped to NOS 60 Hours (Version No. 1)*

### Key Learning Outcomes:

- Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone
- Read and interpret text written in basic English
- Write a short note/paragraph / letter/e -mail using basic English

**Duration: 10 Hours (4 Theory + 6 Practical)**

## Module 12: Career Development and Goal Setting

*Mapped to NOS 60 Hours (Version No. 1)*

### Key Learning Outcomes:

- Create a career development plan with well-defined short- and long-term goals

**Duration: 2 Hours (1 Theory + 1 Practical)**

## Module 13: Communication skills

*Mapped to NOS 60 Hours (Version No. 1)*

### Key Learning Outcomes:

- Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.
- Explain the importance of active listening for effective communication
- Discuss the significance of working collaboratively with others in a team

**Duration: 5 Hours (2 Theory + 3 Practical)**

## Module 14: Diversity and Inclusion

*Mapped to NOS 60 Hours (Version No. 1)*

### Key Learning Outcomes:

- Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD
- Discuss the significance of escalating sexual harassment issues as per POSH

**Duration: 2.5 Hours (1 Theory+ 1.5 Practical)**

## Module 15: Financial and Digital Literacy

*Mapped to NOS 60 Hours (Version No. 1)*

### Key Learning Outcomes:

- 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

**Duration: 5 Hours (2 Theory+ 3 Practical)**

## Module 16: Essential Digital Skills

*Mapped to NOS 60 Hours (Version No. 1)*

### Key Learning Outcomes:

- Describe the role of digital technology in today's life
- Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
- Discuss the significance of displaying responsible online behaviour while browsing, using various social media platforms, e-mails, etc., safely and securely
- Create sample word documents, excel sheets and presentations using basic features
- utilize virtual collaboration tools to work effectively

**Duration: 10 Hours (4 Theory+ 6 Practical)**

## Module 17: Entrepreneurship

*Mapped to NOS 60 Hours (Version No. 1)*

### Key Learning Outcomes:

- Explain the types of entrepreneurship and enterprises

- Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan
- Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
- Create a sample business plan, for the selected business opportunity

**Duration: 7 Hours (3 Theory+ 4 Practical)**

## **Module 18: Customer Service**

*Mapped to NOS 60 Hours (Version No. 1)*

### **Key Learning Outcomes:**

- Describe the significance of analysing 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

**Duration: 5 Hours (2 Theory+ 3 Practical)**

## **Module 19: Getting Ready for Apprenticeship and Jobs**

*Mapped to NOS 60 Hours (Version No. 1)*

### **Key Learning Outcomes:**

- Create a professional Curriculum Vitae (CV)
- Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
- Discuss the significance of maintaining hygiene and confidence during an interview
- Perform a mock interview
- List the steps for searching and registering for apprenticeship opportunities

**Duration: 8 Hours (3 Theory+ 5 Practical)**

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Bachelor's Degree in any discipline.	CITS + 3 years domain experience	Minimum 2 years' experience in the business process management domain.		1 year preferred	Minimum 2 years' experience in the editorial and desktop publishing domain	Additional certification in Desktop publishing software, tools, and platforms.

Trainer Certification	
Domain Certification	Platform Certification
Minimum accepted score in SSC Assessment is 80% per NOS being taught in "SSC/Q2702, V 2.0"	Recommended that the trainer is certified for the Job role "Trainer" mapped to the Qualification Pack "MEP/Q2601".  Minimum accepted score is 80% aggregate



## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate in any discipline		2	Experience that involves client interaction	1-2	Experience that involves client interaction	

Assessor Certification	
Domain Certification	Platform Certification
Not Applicable	

## Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the learner on the required competencies of the program.

### Assessment System Overview

A uniform assessment of job candidates as per industry standards facilitates progress of the industry by filtering employable individuals while simultaneously providing candidates with an analysis of personal strengths and weaknesses.

### Assessment Criteria

Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.

The assessment for the theory part will be based on a knowledge bank of questions created by the SSC. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

Guidelines for Assessment			
Testing Environment	Tasks and Functions	Productivity	Teamwork
<ul style="list-style-type: none"> <li>Carry out assessments under realistic work pressures that are found in the normal industry workplace (or simulated workplace).</li> <li>Ensure that the range of materials, equipment, and tools that learners use are current and of the type routinely found in the normal industry workplace (or simulated workplace) environments.</li> </ul>	<ul style="list-style-type: none"> <li>Assess that all tasks and functions are completed in a way, and to a timescale, that is acceptable in the normal industry workplace.</li> <li>Assign workplace (or simulated workplace) responsibilities that enable learners to meet the requirements of the NOS.</li> </ul>	<ul style="list-style-type: none"> <li>Productivity levels must be checked to ensure that it reflects those that are found in the work situation being replicated.</li> </ul>	<ul style="list-style-type: none"> <li>Provide situations that allow learners to interact with the range of personnel and contractors found in the normal industry workplace (or simulated workplace).</li> </ul>

## Assessment Quality Assurance framework

NASSCOM provides two assessment frameworks NAC and NAC-Tech.

### **NAC (NASSCOM Assessment of Competence)**

NAC follows a test matrix to assess Speaking & Listening, Analytical, Quantitative, Writing, and Keyboard skills of candidates appearing for assessment.

### **NAC-Tech**

NAC-Tech test matrix includes assessment of Communication, Reading, Analytical, Logical Reasoning, Work Management, Computer Fundamentals, Operating Systems, RDBMS, SDLC, Algorithms & Programming Fundamentals, and System Architecture skills.

### **Methods of Validation**

To pass a QF, a trainee should score a minimum aggregate of 70% across qualification. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

### **Method of assessment documentation and access**

The assessment agency will upload the result of assessment in the portal. The data will not be accessible for change by the assessment agency after the upload. The assessment data will be validated by SSC assessment team. After upload, only SSC can access this data.

# References

## Glossary

Term	Description
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what the 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 outcomes is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training.</b>
<b>Terminal Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module.</b> A set of terminal outcomes help to achieve the training outcome.
<b>National Occupational Standards</b>	National Occupational Standard specify the standard of performance an individual must achieve when carrying out a function in the workplace.
<b>Persons with Disability</b>	Persons with Disability are those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on equal basis with others.
<b>Integrated Development Environment</b>	An integrated development environment is a software application that provides comprehensive facilities to computer programmers for software development.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skill Qualification Framework
NSQC	National Skill Qualification Committee
NOS	National Occupational Standards
SSC	Skill Sectors Council
NASSCOM	National Association of Software & Service Companies
PWD	Persons with Disability
IDE	Integrated Development Environment