



IT - ITes SSC  
NASSCOM



## Qualification Pack



# Sr. Associate - Desktop Publishing (DTP)

QP Code: SSC/Q2702

Version: 3.0

NSQF Level: 5

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

## Qualification Pack

### Contents

|   |    |
|---|----|
| SSC/Q2702: Sr. Associate - Desktop Publishing (DTP) .....                     | 3  |
| <i>Brief Job Description</i> .....  | 3  |
| Applicable National Occupational Standards (NOS) .....                        | 3  |
| <i>Compulsory NOS</i> .....   | 3  |
| <i>Qualification Pack (QP) Parameters</i> .....                               | 3  |
| SSC/N2702: Provide/control access to publications .....                       | 5  |
| SSC/N2703: Publish content .....  | 9  |
| SSC/N9014: Maintain an inclusive, environmentally sustainable workplace ..... | 13 |
| DGT/VSQ/N0102: Employability Skills (60 Hours) .....                          | 17 |
| Assessment Guidelines and Weightage .....                                     | 24 |
| <i>Assessment Guidelines</i> .....  | 24 |
| <i>Assessment Weightage</i> .....   | 25 |
| Acronyms .....  | 26 |
| Glossary .....  | 27 |

## Qualification Pack

### SSC/Q2702: Sr. Associate - Desktop Publishing (DTP)

#### Brief Job Description

This job requires the individual to put research reports into standard templates. These templates could be in flash, macromedia, acrobat or html.

#### Personal Attributes

Individuals with strong command over flash, macromedia, acrobat or html are desirable, as this job requires publishing of content in these formats.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [SSC/N2702: Provide/control access to publications](#)
2. [SSC/N2703: Publish content](#)
3. [SSC/N9014: Maintain an inclusive, environmentally sustainable workplace](#)
4. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) 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>Credits</b>                       | 14                               |
| <b>Aligned to NCO/ISCO/ISIC Code</b> | NCO-2015/3512.0202               |



IT - ITes SSC  
NASSCOM



## Qualification Pack

|   |   |
|---|---|
| <b>Minimum Educational Qualification &amp; Experience</b> | Graduate (Statistics/ Science/Technology/ Mathematics)<br>OR<br>12th Class (Math Stream) with 3 Years of experience in technical support/IT Job roles |
| <b>Minimum Level of Education for Training in School</b>  | 12th Class  |
| <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>                                   | NA  |
| <b>Next Review Date</b>                                   | 17/11/2025  |
| <b>NSQC Approval Date</b>                                 | 17/11/2022  |
| <b>Version</b>  | 3.0   |
| <b>Reference code on NQR</b>                              | 2022/ITES/ITSSC/06834   |
| <b>NQR Version</b>  | 3.0   |

## Qualification Pack

### SSC/N2702: Provide/control access to publications

#### Description

This unit is about providing access to publications stored in your organizations knowledge base only to those entitled to access, and ensuring that the correct versions are used.

#### Scope

The scope covers the following :

- Interact with appropriate people like line manager, peers, subject matter experts, etc.
- Access publications like digital multimedia, web-based, printed, etc.

#### Elements and Performance Criteria

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

- PC1.** check that publications, or specific versions of publications, are not already present in the organization's knowledge base to avoid duplication
- PC2.** store publications in the organization's knowledge base as per policies, procedures and standards
- PC3.** check that different versions, including the most up-to-date version, of publications are clearly indicated
- PC4.** provide support to peers or agents to access publications, where required
- PC5.** obtain advice and guidance on storing publications, version control and access issues from line managers
- PC6.** comply with the organization's policies, standards, procedures, guidelines and service level agreements (SLAs) when providing and controlling access to publications

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** standard operating procedures and guidelines for providing/controlling access
- KU2.** different types of publications available and how to access them
- KU3.** how to identify the most up to date version of publications
- KU4.** organization's version control procedures and implications of not following these
- KU5.** the organization's policies and procedures for sharing information on publications and the importance of complying with these
- KU6.** whom you may need to involve to provide feedback, advice and guidance
- KU7.** the organization's policy and procedures for communicating with people
- KU8.** different types of support people may need to access publications
- KU9.** how to deal with problems or potential conflicts with access to publications

#### Generic Skills (GS)

## Qualification Pack

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

- GS1.** produce work in prescribed format with accurate details
- GS2.** listen actively and communicate with others orally and in writing
- GS3.** seek inputs and suggestions from supervisors and peers
- GS4.** identify gaps and anomalies in documents for rectification
- GS5.** practice utilizing information technology efficiently to insert or extract data accurately
- GS6.** handle multiple tasks concurrently with effective time management
- GS7.** draw a conclusive plan to complete the tasks within given deadlines
- GS8.** work with peers to build and maintain positive and effective relationships with customers to meet their requirements
- GS9.** apply problem-solving approaches in different situation
- GS10.** configure data and disseminate relevant information and constructive opinions, applying balanced judgments to different situations
- GS11.** stay updated on current changes in procedures and practices in the role
- GS12.** use coding standards to keep the collected data secure

## Qualification Pack

### Assessment Criteria

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
|  | 40           | 60              | -             | -          |
| <b>PC1.</b> check that publications, or specific versions of publications, are not already present in the organization's knowledge base to avoid duplication                     | 10           | -               | -             | -          |
| <b>PC2.</b> store publications in the organization's knowledge base as per policies, procedures and standards  | 10           | 10              | -             | -          |
| <b>PC3.</b> check that different versions, including the most up-to-date version, of publications are clearly indicated  | 10           | 10              | -             | -          |
| <b>PC4.</b> provide support to peers or agents to access publications, where required  | -            | 20              | -             | -          |
| <b>PC5.</b> obtain advice and guidance on storing publications, version control and access issues from line managers   | 10           | -               | -             | -          |
| <b>PC6.</b> comply with the organization's policies, standards, procedures, guidelines and service level agreements (SLAs) when providing and controlling access to publications | -            | 20              | -             | -          |
| <b>NOS Total</b>   | <b>40</b>    | <b>60</b>       | -             | -          |

## Qualification Pack

### National Occupational Standards (NOS) Parameters

|                            |  |
|----------------------------|--|
| <b>NOS Code</b>            | SSC/N2702  |
| <b>NOS Name</b>            | Provide/control access to publications   |
| <b>Sector</b>              | IT-ITeS  |
| <b>Sub-Sector</b>          | Business Process Management  |
| <b>Occupation</b>          | Editorial & Desktop Publishing (DTP), Technical Documentation/ Writing, Learning |
| <b>NSQF Level</b>          | 5  |
| <b>Credits</b>             | 3  |
| <b>Version</b>             | 2.0  |
| <b>Last Reviewed Date</b>  | 30/12/2021   |
| <b>Next Review Date</b>    | 17/11/2025   |
| <b>NSQC Clearance Date</b> | 17/11/2022   |



## Qualification Pack

### SSC/N2703: Publish content

#### Description

This unit is about publishing content in digital, multimedia, web-based or printed formats.

#### Scope

The scope covers the following :

- Analyze requirements like objectives, scope, target audience, language, style, format, etc.
- Check specification of content like verbal, graphical and multi-media
- Access publications including digital, multi-media, web-based and printed
- Interact with appropriate people like line manager, peers, print production team, etc.

#### Elements and Performance Criteria

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

- PC1.** establish clearly the requirements of the content for publications
- PC2.** obtain and verify the correct versions of all content for publications
- PC3.** manipulate content into draft publications to meet requirements using standard templates and tools
- PC4.** review draft publications with production team and incorporate their inputs
- PC5.** obtain approval of publications from supervisors and clarify all doubts
- PC6.** create outputs of publications in formats required for production teams
- PC7.** provide clear instructions for production teams, and liaise with them to resolve issues
- PC8.** update the organization's knowledge base with publications
- PC9.** comply with the organization's policies, standards, procedures, guidelines and service level agreements (SLAs) while publishing content

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the scope of work to be executed and the importance of keeping within the level of own competency and authority
- KU2.** objectives, scope and budget for publishing and the importance of keeping within these boundaries
- KU3.** organization's approval process for publishing content and production process for the same
- KU4.** different types of content and publications and when to use these
- KU5.** the importance of reviewing draft publications with others and use feedback to improve quality
- KU6.** the implications for publishing incorrect versions of content
- KU7.** the purpose of liaising with production teams and the key stages of it

## Qualification Pack

- KU8.** types of issues that may arise with specifications of content and how to deal with these
- KU9.** different types of tools, materials and software available for publishing
- KU10.** how to identify and avoid publication of duplicate content
- KU11.** intended audience for publications and associated level of language required

## Generic Skills (GS)

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

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

## Qualification Pack

### Assessment Criteria

| Assessment Criteria for Outcomes  | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
|   | 30           | 70              | -             | -          |
| <b>PC1.</b> establish clearly the requirements of the content for publications  | 10           | -               | -             | -          |
| <b>PC2.</b> obtain and verify the correct versions of all content for publications  | -            | 10              | -             | -          |
| <b>PC3.</b> manipulate content into draft publications to meet requirements using standard templates and tools                                      | -            | 10              | -             | -          |
| <b>PC4.</b> review draft publications with production team and incorporate their inputs   | -            | 10              | -             | -          |
| <b>PC5.</b> obtain approval of publications from supervisors and clarify all doubts   | 5            | -               | -             | -          |
| <b>PC6.</b> create outputs of publications in formats required for production teams   | -            | 10              | -             | -          |
| <b>PC7.</b> provide clear instructions for production teams, and liaise with them to resolve issues   | 10           | -               | -             | -          |
| <b>PC8.</b> update the organization's knowledge base with publications  | -            | 10              | -             | -          |
| <b>PC9.</b> comply with the organization's policies, standards, procedures, guidelines and service level agreements (SLAs) while publishing content | 5            | 20              | -             | -          |
| <b>NOS Total</b>  | <b>30</b>    | <b>70</b>       | -             | -          |

## Qualification Pack

### National Occupational Standards (NOS) Parameters

|                            |  |
|----------------------------|--|
| <b>NOS Code</b>            | SSC/N2703  |
| <b>NOS Name</b>            | Publish content  |
| <b>Sector</b>              | IT-ITes  |
| <b>Sub-Sector</b>          | Business Process Management  |
| <b>Occupation</b>          | Editorial & Desktop Publishing (DTP), Technical Documentation/ Writing |
| <b>NSQF Level</b>          | 5  |
| <b>Credits</b>             | 5  |
| <b>Version</b>             | 2.0  |
| <b>Last Reviewed Date</b>  | 30/12/2021   |
| <b>Next Review Date</b>    | 19/07/2023   |
| <b>NSQF Clearance Date</b> | 20/01/2023   |

## Qualification Pack

### SSC/N9014: Maintain an inclusive, environmentally sustainable workplace

#### Description

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

#### Scope

The scope covers the following :

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

#### Elements and Performance Criteria

##### *Sustainable Practices*

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

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

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

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

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

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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



## Qualification Pack

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

## Generic Skills (GS)

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

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

## Qualification Pack

### Assessment Criteria

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

## Qualification Pack

### National Occupational Standards (NOS) Parameters

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



## Qualification Pack

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

#### Description

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

#### Scope

The scope covers the following :

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

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

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

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

##### *Constitutional values - Citizenship*

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

##### *Basic English Skills*

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



## Qualification Pack

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

### *Career Development & Goal Setting*

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

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

### *Communication Skills*

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

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

### *Diversity & Inclusion*

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

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

### *Financial and Legal Literacy*

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

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

### *Essential Digital Skills*

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

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

### *Entrepreneurship*

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### *Customer Service*

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

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



## Qualification Pack

**PC28.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

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

**PC29.** create a professional Curriculum vitae (Résumé)

**PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

**PC31.** apply to identified job openings using offline /online methods as per requirement

**PC32.** answer questions politely, with clarity and confidence, during recruitment and selection

**PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

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

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

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

**KU7.** about effective communication

**KU8.** POSH Act

**KU9.** Gender sensitivity and inclusivity

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

**KU11.** how to compute income and expenditure

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

**KU13.** different legal rights and laws

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

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

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

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

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

## Generic Skills (GS)

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

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

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

## Qualification Pack

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

## Qualification Pack

### Assessment Criteria

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Introduction to Employability Skills</i>  | <b>1</b>     | <b>1</b>        | -             | -          |
| <b>PC1.</b> identify employability skills required for jobs in various industries  | -            | -               | -             | -          |
| <b>PC2.</b> identify and explore learning and employability portals  | -            | -               | -             | -          |
| <i>Constitutional values - Citizenship</i>   | <b>1</b>     | <b>1</b>        | -             | -          |
| <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   | -            | -               | -             | -          |
| <i>Becoming a Professional in the 21st Century</i>   | <b>2</b>     | <b>4</b>        | -             | -          |
| <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 | -            | -               | -             | -          |
| <i>Basic English Skills</i>  | <b>2</b>     | <b>3</b>        | -             | -          |
| <b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone  | -            | -               | -             | -          |
| <b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English   | -            | -               | -             | -          |
| <b>PC9.</b> write short messages, notes, letters, e-mails etc. in English  | -            | -               | -             | -          |
| <i>Career Development &amp; Goal Setting</i>   | <b>1</b>     | <b>2</b>        | -             | -          |



### Qualification Pack

| Assessment Criteria for Outcomes  | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <b>PC10.</b> understand the difference between job and career   | -            | -               | -             | -          |
| <b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude                     | -            | -               | -             | -          |
| <i>Communication Skills</i>   | <b>2</b>     | <b>2</b>        | -             | -          |
| <b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings | -            | -               | -             | -          |
| <b>PC13.</b> work collaboratively with others in a team   | -            | -               | -             | -          |
| <i>Diversity &amp; Inclusion</i>  | <b>1</b>     | <b>2</b>        | -             | -          |
| <b>PC14.</b> communicate and behave appropriately with all genders and PwD  | -            | -               | -             | -          |
| <b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act                      | -            | -               | -             | -          |
| <i>Financial and Legal Literacy</i>   | <b>2</b>     | <b>3</b>        | -             | -          |
| <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                 | -            | -               | -             | -          |
| <i>Essential Digital Skills</i>   | <b>3</b>     | <b>4</b>        | -             | -          |
| <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                                    | -            | -               | -             | -          |



### Qualification Pack

| Assessment Criteria for Outcomes   | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Entrepreneurship</i>  | <b>2</b>     | <b>3</b>        | -             | -          |
| <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  | -            | -               | -             | -          |
| <b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity   | -            | -               | -             | -          |
| <i>Customer Service</i>  | <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   | -            | -               | -             | -          |
| <i>Getting ready for apprenticeship &amp; Jobs</i>   | <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 exchange, 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>NOS Total</b>   | <b>20</b>    | <b>30</b>       | -             | -          |

## Qualification Pack

### National Occupational Standards (NOS) Parameters

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

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification File will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down a proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training centre (as per assessment criteria below)
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criterion
6. To pass a QF, a trainee should score a minimum aggregate of 70% across qualification
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification File.



## Qualification Pack

### Minimum Aggregate Passing % at QP Level : 70

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

### Assessment Weightage

Compulsory NOS

| National Occupational Standards  | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks | Weightage  |
|--|--------------|-----------------|---------------|------------|-------------|------------|
| SSC/N2702.Provide/control access to publications                       | 40           | 60              | -             | -          | 100         | 40         |
| SSC/N2703.Publish content  | 30           | 70              | -             | -          | 100         | 40         |
| SSC/N9014.Maintain an inclusive, environmentally sustainable workplace | 20           | 80              | -             | -          | 100         | 10         |
| DGT/VSQ/N0102.Employability Skills (60 Hours)                          | 20           | 30              | 0             | 0          | 50          | 10         |
| <b>Total</b>   | <b>110</b>   | <b>240</b>      | <b>0</b>      | <b>0</b>   | <b>350</b>  | <b>100</b> |

## Qualification Pack

### Acronyms

|             |   |
|-------------|---|
| <b>NOS</b>  | National Occupational Standard(s)               |
| <b>NSQF</b> | National Skills Qualifications Framework        |
| <b>QP</b>   | Qualifications Pack                             |
| <b>TVET</b> | Technical and Vocational Education and Training |

## Qualification Pack

### Glossary

|  |  |
|--|--|
| <b>Sector</b>                                | 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.  |
| <b>Sub-sector</b>                            | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.   |
| <b>Occupation</b>                            | Occupation is a set of job roles, which perform similar/ related set of functions in an industry.  |
| <b>Job role</b>                              | Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.  |
| <b>Occupational Standards (OS)</b>           | 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. |
| <b>Performance Criteria (PC)</b>             | Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.  |
| <b>National Occupational Standards (NOS)</b> | NOS are occupational standards which apply uniquely in the Indian context.   |
| <b>Qualifications Pack (QP)</b>              | 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.   |
| <b>Unit Code</b>                             | Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'  |
| <b>Unit Title</b>                            | Unit title gives a clear overall statement about what the incumbent should be able to do.  |
| <b>Description</b>                           | 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.   |
| <b>Scope</b>                                 | 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.  |



### Qualification Pack

|   |  |
|---|--|
| <b>Knowledge and Understanding (KU)</b> | Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.   |
| <b>Organisational Context</b>           | Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.   |
| <b>Technical Knowledge</b>              | Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.   |
| <b>Core Skills/ Generic Skills (GS)</b> | 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. |
| <b>Electives</b>                        | 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.  |
| <b>Options</b>                          | 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.  |