



IT - ITeS SSC  
**NASSCOM**



# Model Curriculum

**QP Name: Sr. Associate-F & A Complex**

**QP Code: SSC/Q2302**

**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.  
Pin Code: 201303

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## Training Parameters

|   |  |
|---|--|
| <b>Sector</b>   | IT-ITeS  |
| <b>Sub-Sector</b>                                       | Business Process Management  |
| <b>Occupation</b>                                       | Financial & Accounting   |
| <b>Country</b>  | India  |
| <b>NSQF Level</b>                                       | 5  |
| <b>Aligned to NCO/ISCO/ISIC Code</b>                    | NCO-2015/2411.0201   |
| <b>Minimum Educational Qualification and Experience</b> | Graduation in the relevant field (Commerce/Accounts/Finance)<br>OR<br>12th Class (Commerce) with 3 years of relevant experience in F and A Roles |
| <b>Pre-Requisite License or Training</b>                | Training on Accounting tools such as Tally, Advanced MS-Excel, Basic Understanding about ERP Accounting 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.

- Define the scope of financial research and analysis in supporting business operations.
- Analyse the policies to perform financial data entry.
- Access relevant data/information for research from knowledge base and other reference materials.
- Use relevant information from suitable sources for building up analysis data.
- Examine the types of predictions/conclusions that can be made based on data/information.
- Identify financial elements used for research.
- Apply suitable method of analysis and document the results of research.
- Maintain confidentiality of storing financial back-up files in various formats for future use.
- Conduct research and liaison with internal and external teams for data gathering.
- Evaluate various types of business and technical requirements for code development.
- Design plans to analyse various forms of data across all domains for documentation.
- 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/N2310<br>Contribute to financial research and analysis for clients | 51:00                      | 99:00                          | 00:00                                    | 00:00                                      | 150:00                    |



|  |              |              |              |              |              |
|--|--------------|--------------|--------------|--------------|--------------|
| <b>NOS Version No. 2<br/>NSQF Level 5</b>  |              |              |              |              |              |
| Module 1: Conduct financial research and analysis for clients  | 12:00        | 27:00        | 00:00        | 00:00        | 39:00        |
| Module 2: Process requirement for financial research and analysis  | 15:00        | 19:00        | 00:00        | 00:00        | 34:00        |
| Module 3: Assisting financial research and analysis  | 12:00        | 28:00        | 00:00        | 00:00        | 40:00        |
| Module 4: Process assistance for financial analysis  | 12:00        | 25:00        | 00:00        | 00:00        | 37:00        |
| <b>SSC/N0703 Create documents for knowledge sharing<br/>NOS Version No. 2<br/>NSQF Level 4</b>   | <b>38:00</b> | <b>52:00</b> | <b>00:00</b> | <b>00:00</b> | <b>90:00</b> |
| Module 5: Document creation for Financial Correspondence   | 20:00        | 29:00        | 00:00        | 00:00        | 49:00        |
| Module 6: Skillsets for document creation  | 18:00        | 23:00        | 00:00        | 00:00        | 41:00        |
| <b>SSC/N9014 Implement &amp; Improve the Gender Sensitivity, PWD (Person/People with Disability) Sensitivity and Greening<br/>NOS Version No. 1<br/>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: Conduct Financial Research and Analysis for Clients

Mapped to SSC/N2310, v2.0

#### Terminal Outcomes:

- Define the scope of financial research and analysis in supporting business operations.
- Analyse the policies to perform financial data entry.

| Duration: 12:00(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 elements of financial research and analysis.</li> <li>• Discuss the objectives of financial research and analysis.</li> <li>• Discuss the purpose of conducting primary or secondary research.</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrate the process of gathering research material through database analysis.</li> <li>• Analyse the output derived from primary and secondary research.</li> <li>• Examine how financial research is done within client specific service level agreements (SLAs).</li> </ul> |
| <b>Classroom Aids:</b>   |  |
| Whiteboard and Markers<br>Chart paper and sketch pens<br>LCD Projector and Laptop for presentations  |  |
| <b>Tools, Equipment and Other Requirements:</b>  |  |
| Labs equipped with the following:<br>PCs/Laptops<br>Internet with Wi-Fi (Min 2 Mbps Dedicated)<br>Microphone / voice system for lecture and class activities<br>Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Templates and filled sample documents for project charter, requirements specifications<br>Oracle Fin / JD Edwards, SAS, SPSS, R, Tableau, MS-Excel<br>Access to financial data sources such as www.data.gov.in, CMIE Prowess<br>Access to online tools for data gathering and recording<br>SPSS / SAS / R, MS-Visio, MS-Office, MS-Project |  |



## Module 2: Process Requirement for Financial Research and Analysis

Mapped to SSC/N2310, v2.0

### Terminal Outcomes:

- Access relevant data/information for research from knowledge base and other reference materials.
- Use relevant information from suitable sources for building up analysis data.

|  |  |
|--|--|
| <b>Duration: 15:00(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>• Identify different software requirement, including MS Office or Open Office.</li> <li>• Discuss the various categories of data/information that can be gathered from research.</li> <li>• Discuss various methods of analysis to be conducted on financial data.</li> </ul>   | <ul style="list-style-type: none"> <li>• Analyse data/information accurately to eliminate any anomalies.</li> <li>• Demonstrate the process of sorting out valid and invalid data.</li> <li>• Apply rule-based analysis on the data/information to draw justifiable inferences.</li> <li>• Review the analysis and inferences with experts/trainers and incorporate their inputs.</li> </ul> |
| <b>Classroom Aids:</b>   |  |
| Whiteboard and Markers<br>Chart paper and sketch pens<br>LCD Projector and Laptop for presentations  |  |
| <b>Tools, Equipment and Other Requirements:</b>  |  |
| Labs equipped with the following:<br>PCs/Laptops<br>Internet with Wi-Fi (Min 2 Mbps Dedicated)<br>Microphone / voice system for lecture and class activities<br>Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Templates and filled sample documents for project charter, requirements specifications<br>Oracle Fin / JD Edwards, SAS, SPSS, R, Tableau, MS-Excel<br>Access to financial data sources such as www.data.gov.in, CMIE Prowess<br>Access to online tools for data gathering and recording<br>SPSS / SAS / R, MS-Visio, MS-Office, MS-Project |  |



## Module 3: Assisting Financial Research and Analysis

Mapped to SSC/N2310, v2.0

### Terminal Outcomes:

- Identify various financial elements used for research.
- Apply suitable method of analysis and document the results of research.

| Duration: 12:00(In Hours)  | Duration: 28:00(In Hours)   |
|--|---|
| <b>Theory – Key Learning Outcomes</b>  | <b>Practical – Key Learning Outcomes</b>  |
| <ul style="list-style-type: none"> <li>• Discuss various key financial elements required to conduct secondary research.</li> <li>• Discuss how to select the method best suited for research based on time, source file, manpower, etc.</li> </ul>   | <ul style="list-style-type: none"> <li>• Apply different methods (top-down and reverse count) to carry out financial research.</li> <li>• Make corrections in research documents for common editorial problems, like deviations, factual accuracies, linguistic errors, etc.</li> </ul> |
| <b>Classroom Aids:</b>   |   |
| Whiteboard and Markers<br>Chart paper and sketch pens<br>LCD Projector and Laptop for presentations  |   |
| <b>Tools, Equipment and Other Requirements:</b>  |   |
| Labs equipped with the following:<br>PCs/Laptops<br>Internet with Wi-Fi (Min 2 Mbps Dedicated)<br>Microphone / voice system for lecture and class activities<br>Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Templates and filled sample documents for project charter, requirements specifications<br>Oracle Fin / JD Edwards, SAS, SPSS, R, Tableau, MS-Excel<br>Access to financial data sources such as www.data.gov.in, CMIE Prowess<br>Access to online tools for data gathering and recording<br>SPSS / SAS / R, MS-Visio, MS-Office, MS-Project |   |

## Module 4: Process Assistance for Financial Analysis

Mapped to SSC/N2310, v2.0

### Terminal Outcomes:

- Examine the types of predictions/conclusions that can be made based on gathered data.

| Duration: 12:00(In Hours)  | Duration: 24:00(In Hours)  |
|--|--|
| <b>Theory – Key Learning Outcomes</b>  | <b>Practical – Key Learning Outcomes</b>   |
| <ul style="list-style-type: none"> <li>Discuss different types of anomalies raised during analysis.</li> <li>Discuss different methods available to sort anomalies.</li> <li>Describe the hierarchy of escalation regarding anomalies in data.</li> </ul>  | <ul style="list-style-type: none"> <li>Apply suitable methods to handle anomalies in data depending on nature of analysis.</li> <li>Demonstrate how to obtain, analyze and use feedback to improve the outcome.</li> <li>Demonstrate methods to prepare audit reports in standard formats.</li> <li>Use standard templates and tools to deliver findings for documentation.</li> </ul> |
| <b>Classroom Aids:</b>   |  |
| Whiteboard and Markers<br>Chart paper and sketch pens<br>LCD Projector and Laptop for presentations  |  |
| <b>Tools, Equipment and Other Requirements:</b>  |  |
| Labs equipped with the following:<br>PCs/Laptops<br>Internet with Wi-Fi (Min 2 Mbps Dedicated)<br>Microphone / voice system for lecture and class activities<br>Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Templates and filled sample documents for project charter, requirements specifications<br>Oracle Fin / JD Edwards, SAS, SPSS, R, Tableau, MS-Excel<br>Access to financial data sources such as www.data.gov.in, CMIE Prowess<br>Access to online tools for data gathering and recording<br>SPSS / SAS / R, MS-Visio, MS-Office, MS-Project |  |

## Module 5: Document Creation for Financial Correspondence

Mapped to SSC/N0703, v2.0

### Terminal Outcomes:

- Maintain confidentiality of storing financial back-up files in various formats for future use.
- Conduct research and liaison with internal and external teams for data gathering.

| <b>Duration: 20:00(In Hours)</b>  | <b>Duration: 29:00(In Hours)</b>  |
|---|---|
| <b>Theory – Key Learning Outcomes</b>   | <b>Practical – Key Learning Outcomes</b>  |
| <ul style="list-style-type: none"> <li>• Identify the purpose, scope, and various formats used for documenting financial data.</li> <li>• Discuss methods of analysing business performances on a monthly, quarterly, half yearly and annual basis.</li> <li>• Review existing documents, templates and documentation tools used in financial analysis.</li> <li>• Discuss the features of preparing fiscal year planning and budgeting.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate the use of collating data through various audit reports using top-down approach.</li> <li>• Design methods create review documents before financial audit.</li> <li>• Exhibit the process of creating documents (such as case studies, best practices, work instructions, etc.) for sharing knowledge with internal and external stakeholders.</li> <li>• Demonstrate proper secondary research (on financial information annual reports, balance sheets, P&amp;L statements, etc.) for external and internal clients.</li> <li>• Import and create documents and multimedia material based on derived results from financial analysis.</li> </ul> |
| <b>Classroom Aids:</b>  |   |
| Whiteboard and Markers<br>Chart paper and sketch pens<br>LCD Projector and Laptop for presentations   |   |
| <b>Tools, Equipment and Other Requirements:</b>   |   |
| Labs equipped with the following:<br>PCs/Laptops<br>Internet with Wi-Fi (Min 2 Mbps Dedicated)<br>Microphone / voice system for lecture and class activities<br>Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, and chat tools<br>MS-Visio, MS-Projects, Rational Suite/Star UML  |   |

## Module 6: Skillsets for Document Creation

Mapped to SSC/N0703, v2.0

### Terminal Outcomes:

- Evaluate various types of business and technical requirements for code development.
- Design plans to analyse various forms of data across all domains for documentation.

| Duration: 18:00(In Hours)  | Duration: 23:00(In Hours)   |
|--|---|
| <b>Theory – Key Learning Outcomes</b>  | <b>Practical – Key Learning Outcomes</b>  |
| <ul style="list-style-type: none"> <li>• Discuss the use of coding and select correct coding standards.</li> <li>• Discuss the various styles of document to be coded and templates to use.</li> <li>• Discuss the process of using various forms of analysis and methods to upload the same for any type of documentation.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Evaluate methods to analyse any deviations, factual accuracies, linguistic mistakes, discrepancies, and errors.</li> <li>• Design methods to acquire authority from stakeholders for business requirements before document creation.</li> <li>• Demonstrate the use of Pie-chart, Bar graph interpretation, Regressive/Progressive and Predictive/Statistical analysis methods to draw conclusions for documentation purpose.</li> </ul> |
| <b>Classroom Aids:</b>   |   |
| Whiteboard and Markers<br>Chart paper and sketch pens<br>LCD Projector and Laptop for presentations  |   |
| <b>Tools, Equipment and Other Requirements:</b>  |   |
| Labs equipped with the following:<br>PCs/Laptops<br>Internet with Wi-Fi (Min 2 Mbps Dedicated)<br>Microphone / voice system for lecture and class activities<br>Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, and chat tools<br>MS-Visio, MS-Projects, Rational Suite/Star UML |   |



## 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.

| Duration: 10:00(In Hours)   | Duration: 20:00(In Hours)  |
|---|--|
| <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<br>Chart paper and sketch pens<br>LCD Projector and Laptop for presentations   |  |
| <b>Tools and Other Requirements:</b>  |  |
| Labs equipped with the following:<br>PCs/Laptops<br>Internet with Wi-Fi (Min 2 Mbps Dedicated)<br>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 Commerce/Accounts/Finance | NA             | Minimum 2 years' experience in the business process management domain |                | 1 year preferred    | Minimum 2 years' experience in the finance and accounting domain | Additional certification in accounting tools such as Tally, Advanced MS-Excel, basic understanding about ERP Accounting Platforms. |

| Trainer Certification  |   |
|--|---|
| Domain Certification   | Platform Certification  |
| Minimum accepted score in SSC Assessment is 80% per NOS being taught in "SSC/Q2302, V 2.0" | Recommended that the trainer is certified for the Job role "Trainer" mapped to the Qualification Pack "MEP/Q2601".<br><br>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                   |