



IT - ITes SSC  
**NASSCOM**



# Model Curriculum

**QP Name: MEDIA DEVELOPER**

**QP Code: SSC/Q0504**

**QP Version: 2.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

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>	IT Services
<b>Occupation</b>	Application Development
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/ 2513.0302
<b>Minimum Educational Qualification and Experience</b>	12th Class with 1 year of relevant experience OR ITI with 1 year of relevant experience OR 10th Class with 3 years of relevant experience
<b>Pre-Requisite License or Training</b>	Relevant animation and graphics courses/ certifications/ trainings on software like Sound Forge, Adobe Premiere, Adobe After Effects and Combustion, etc.
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	13-09-2021
<b>Next Review Date</b>	13-09-2024
<b>NSQC Approval Date</b>	27-01-2022
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	13-09-2021
<b>Model Curriculum Valid Up to Date</b>	13-09-2024
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	400 hours
<b>Maximum Duration of the Course</b>	400 hours

## 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.

- Evaluate the functioning of Business Requirement Specification, User Requirements Specification and Software Requirements Specification in the media development domain.
- Examine the use of basic programming structures to implement functionality.
- Identify the sources of information to design software products and specifications.
- Identify the range of code generation tools and unit testing tools used to develop software code.
- Examine the process for converting technical specifications into code.
- Design methods to build software code that is efficient, readable, and maintainable.
- Identify reusable components, media and graphical packages and tools.
- Convert design specifications into media content and graphic designs.
- Identify, resolve, and record design defects.
- Examine the process of developing media design standards and graphic design standards.
- 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	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<i>Module 1 (Bridge Module):</i> IT-ITeS/Application development industry – An Introduction	02:00	02:00	00:00	00:00	04:00
<b>SSC/N0501 Contribute to the design of software products and applications</b> <b>NOS Version No. 2</b> <b>NSQF Level 7</b>	42:00	69:00	00:00	00:00	111:00
Module 2: Concept of software products and applications	14:00	16:00	00:00	00:00	30:00



Module 3: Design of software products and applications	14:00	28:00	00:00	00:00	42:00
Module 4: Technical aspects of software designing	14:00	25:00	00:00	00:00	39:00
<b>SSC/N0503 Develop media content and graphic designs for software products and applications NOS Version No. 2 NSQF Level 7</b>	25:00	95:00	00:00	00:00	120:00
Module 5: Software requirement for developing media and graphic content	05:00	25:00	00:00	00:00	30:00
Module 6: Interpret design specification	10:00	35:00	00:00	00:00	45:00
Module 7: Develop media content and graphic designs for software products and applications	10:00	35:00	00:00	00:00	45:00
<b>SSC/N9001 Manage your work to meet requirements NOS Version No. 2 NSQF Level 4</b>	08:00	32:00	00:00	00:00	40:00
Module 8: Manage your work to meet requirements	08:00	32:00	00:00	00:00	40:00
<b>SSC/N9002 Work effectively with colleagues NOS Version No. 2 NSQF Level 4</b>	08:00	32:00	00:00	00:00	40:00
Module 9: Work effectively with colleagues	08:00	32:00	00:00	00:00	40:00
<b>SSC/N9003 Maintain a healthy, safe and secure working environment NOS Version No. 2 NSQF Level 4</b>	05:00	25:00	00:00	00:00	30:00
Module 10: Managing Health and Safety	05:00	25:00	00:00	00:00	30:00
<b>SSC/N9004 Provide data/information in standard formats NOS Version No. 2 NSQF Level 4</b>	05:00	25:00	00:00	00:00	30:00
Module 11: Workplace Data Management	05:00	25:00	00:00	00:00	30:00
<b>SSC/N9014 Implement &amp; Improve the Gender Sensitivity, PWD (Person/People with Disability) Sensitivity and Greening NOS Version No. 1</b>	05:00	20:00	00:00	00:00	25:00



<b>NSQF Level 4</b>					
Module 12: Inclusive and Environmentally Sustainable Workplaces	05:00	20:00	00:00	00:00	25:00
<b>Total Duration</b>	<b>100:00</b>	<b>300:00</b>	<b>00:00</b>	<b>00:00</b>	<b>400:00</b>

## Module Details

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

#### Bridge Module

#### Terminal Outcomes:

- Explain various delivery models used in the IT-Application development industry.

Duration: 02:00(In Hours)	Duration: 02:00(In Hours)
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the relevance of the IT-ITeS sector.</li> <li>• Identify the career path for a Media Developer.</li> </ul>	<ul style="list-style-type: none"> <li>• Collate information, evidence, and articles regarding the IT- ITeS/Application Development industry through net surfing.</li> <li>• Categorize key applications to use media development services.</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)	

## Module 2: Concept of Software Products and Applications

Mapped to SSC/N0501, v2.0

### Terminal Outcomes:

- Select various types of software requirements for carrying out media development process.
- Apply BRS (Business Requirements Specification), URS (User Requirements. Specification) and SRS (Software Requirements Specification) standards.

Duration: 14:00(In Hours)	Duration: 16:00(In Hours)
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the elements that differentiates business specification from software specification.</li> <li>• Discuss different types of dimensions available in software designing.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the use of the Business Requirements Specification (BRS)/User Requirements Specification (URS) and Software Requirements Specification (SRS) in designing software applications.</li> <li>• Demonstrate the use of different dimensions in software designing.</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, Outlook / Any other Email Client, and chat tools Visio, UML, free-minds, mockingbird. HTML 5, CSS, Java Script, SQL, Flash, Windows media player Tools and IDEs such as Web Builder, Word Press, Joomla, Eclipse Adobe design suite Design software like - Sound Forge, Adobe Premiere, Adobe After Effects and Combustion, etc.	



### Module 3: Design of Software Products and Applications

Mapped to SSC/N0501, v2.0

#### Terminal Outcomes:

- Apply basic programming structures to implement functionality.
- Identify design defects and process the resolution.

<b>Duration: 14:00(In Hours)</b>	<b>Duration: 28:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss design functionality standards based on high-level, low-level specifications.</li> <li>• Discuss ways to analyse the conclusions from defects for future improvement.</li> <li>• Identify the quality parameters required to review designs.</li> <li>• Discuss proper documentation methods of the designs and standard templates and tools used for the purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply steps to include functionality in designs in line with requirements defined in BRS/URS, SRS and HLD (High Level Designs).</li> <li>• Demonstrate the process of converting simple designs into HLD.</li> <li>• Apply the process of LLD (Low Level Designs) application through hands-on activity.</li> <li>• Apply design software to identify different types of errors.</li> <li>• Conduct quality review of designs with industry experts or trainers.</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, Outlook / Any other Email Client, and chat tools Visio, UML, free-minds, mockingbird. HTML 5, CSS, Java Script, SQL, Flash, Windows media player Tools and IDEs such as Web Builder, Word Press, Joomla, Eclipse Adobe design suite Design software like - Sound Forge, Adobe Premiere, Adobe After Effects and Combustion, etc.	

## Module 4: Technical Aspects of Software Designing

Mapped to SSC/N0501, v2.0

### Terminal Outcomes:

- Identify the sources of information to design software products and specifications.
- Evaluate the current practice in the media design of animation and graphic content.

Duration: 14:00(In Hours)	Duration: 25:00(In Hours)
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Select relevant information required to design animation and media content.</li> <li>• Discuss software specifications used for designing animated and graphical content.</li> <li>• Identify range of equipment used to design animated and graphical content.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the process of designing basic program structures and software products.</li> <li>• Apply the use of software like Adobe Flash, Autodesk 3D, etc.</li> <li>• Demonstrate the process of testing of new products and applications are fit for purpose.</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, Outlook / Any other Email Client, and chat tools Visio, UML, free-minds, mockingbird. HTML 5, CSS, Java Script, SQL, Flash, Windows media player Tools and IDEs such as Web Builder, Word Press, Joomla, Eclipse Adobe design suite Design software like - Sound forge, Adobe Premiere, Adobe After Effects and Combustion, etc.	

## Module 5: Software Requirement for Developing Media and Graphic Content

Mapped to SSC/N0503, v2.0

### Terminal Outcomes:

- Discuss the primary objectives of graphics content for designing purpose.
- Demonstrate the skills required to work on HLD and LLD designs.

<b>Duration: 05:00(In Hours)</b>	<b>Duration: 25:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of design levels for developing media user interface.</li> <li>• Discuss how assumptions, dependencies alter the programming structure of a software design.</li> <li>• Discuss with colleagues, various work methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the methodology to work on HLD and LLD based on assumptions, constraints, dependencies, etc.</li> <li>• Examine the process of programming structures, media design standards, graphic design standards on media designs.</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, Outlook / Any other Email Client, and chat tools Visio, UML, free minds, mockingbird HTML 5, CSS, Java Script, and SQL IDEs such as Web Builder, Word Press, Joomla, PSD Graphics etc. HTML, CSS, Flash, Photoshop, Windows media player, Eclipse, XAMPP	

## Module 6: Interpret Design Specification

Mapped to SSC/N0503, v2.0

### Terminal Outcomes:

- Show the use of code generation tools and unit testing tools used to develop software code.
- Demonstrate the process of converting technical specifications into code.

<b>Duration: 10:00(In Hours)</b>	<b>Duration: 35:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the types of software codes available.</li> <li>• List the different types of information required to develop media and graphic designs.</li> <li>• Describe the elements used to interpret design specifications.</li> <li>• Discuss how to record and use feedback to improve coding and UTCs (Unit Test Cases).</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the steps to design infrastructure for software code.</li> <li>• Demonstrate how to create is efficient, readable, and maintainable software code.</li> <li>• Interpret design specifications, including Business Requirements Specification (BRS), User Requirements Specification (URS), Software Requirements Specification (SRS), High Level Design (HLD), etc.</li> <li>• Evaluate the importance of collating feedback on coding and UTCs.</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, Outlook / Any other Email Client, and chat tools Visio, UML, free-minds, mockingbird. HTML 5, CSS, Java Script, SQL, Flash, Windows media player Tools and IDEs such as Web Builder, Word Press, Joomla, Eclipse Adobe design suite Design software like - Sound Forge, Adobe Premiere, Adobe After Effects and Combustion, etc.	

## Module 7: Develop Media Content and Graphic Designs for Software Products and Applications

Mapped to SSC/N0503, v2.0

### Terminal Outcomes:

- Use reusable components, media and graphical packages and tools for design making.
- Convert design specifications into media content and graphic designs.

<b>Duration: 10:00(In Hours)</b>	<b>Duration: 35:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss about various components (graphical and application) used to create media and graphic designs.</li> <li>• Discuss how variables in design can alter the quality of output.</li> <li>• Identify various types of defects in graphic and media design.</li> <li>• Summarize the design variables of the media content and graphic designs that has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sample media and graphic content based on specified design details.</li> <li>• Analyse the purpose of leveraging reusable components into media content and graphic designs, where available.</li> <li>• Demonstrate various methods of testing media and graphic content through “Test Runs”.</li> <li>• Examine media content and graphic designs with graphic experts for modification.</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, Outlook / Any other Email Client, and chat tools Visio, UML, free-minds, mockingbird. HTML 5, CSS, Java Script, SQL, Flash, Windows media player Tools and IDEs such as Web Builder, Word Press, Joomla, Eclipse Adobe design suite Design software like - Sound Forge, Adobe Premiere, Adobe After Effects and Combustion, etc.	

## Module 8: Manage your Work to meet Requirements

Mapped to SSC/N9001, v2.0

### Terminal Outcomes:

- Define the scope of work.
- Demonstrate effective work planning principles.
- Recognize the importance of using time and resources effectively.

<b>Duration: 08:00(In Hours)</b>	<b>Duration: 32:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the role, responsibilities, and limits of the responsibilities.</li> <li>• Discuss the importance of gathering detailed work requirements and prioritizing work areas.</li> <li>• Identify commonly made mistakes in the prioritized work areas.</li> <li>• Explain the importance of completing work accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse needs, requirements, and dependencies in order to meet the work requirements.</li> <li>• Apply resource management principles and techniques.</li> <li>• Demonstrate the ways to maintain an organized work area.</li> <li>• Apply effective time management principles.</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 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	

## Module 9: Work Effectively with Colleagues

Mapped to SSC/N9002, v2.0

### Terminal Outcomes:

- Explain the methods and mechanisms for effective communication.
- Explain the importance of effective collaboration at workplace.

Duration: 08:00(In Hours)	Duration: 32:00(In Hours)
<b>Theory – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Explain the principles of clear communication.</li> <li>• Outline the importance of being a good listener and adhering to the commitments.</li> <li>• Identify challenges and pain points related to work distribution while working in a team.</li> <li>• Explain the importance of distributing and sharing workloads.</li> </ul>	<b>Practical – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Use oral, written, and non-verbal communication skills in a variety of forms to construct thoughts and ideas effectively.</li> <li>• Demonstrate professional behaviour at workplace.</li> <li>• Demonstrate effective team mentorship.</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 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 Social networking tool / LMS tool to enable blog posts or discussion board, Instant messenger, chat and email tools to enable mock exercises.	

## Module 10: Managing Health and Safety

Mapped to SSC/N9003, v2.0

### Terminal Outcomes:

- Describe how to maintain a health, safe and secure environment at workplace.

<b>Duration: 05:00(In Hours)</b>	<b>Duration: 25:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>Discuss the importance of complying with organizational health, safety and security policies and procedures.</li> <li>Discuss possible roles and responsibilities that an employee can take up with respect to workplace safety management.</li> <li>Evaluate sample organizational emergency procedures.</li> <li>Identify mechanisms to improve workplace health, safety, and security.</li> <li>Label appropriate personal protective equipment needed for a job role.</li> </ul>	<b>Practical – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>Demonstrate the identification of possible breaches in health, safety, and security policies.</li> <li>Document health, safety, and security breaches.</li> <li>Design a contingency plan for emergency situations like fire, short circuit, accidents, earthquake, etc.</li> <li>Demonstrate the use of First Aid, CPR, and safety evacuation process as part of routine operations.</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 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 A sample health and safety policy document, Emergency broadcast system and mock emergency signage in the appropriate areas of the training institute	



## Module 11: Workplace Data Management

Mapped to SSC/N9004, v2.0

### Terminal Outcomes:

- Describe how data / information can be managed effectively.

<b>Duration: 05:00(In Hours)</b>	<b>Duration: 25:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss data privacy in terms of sharing and retrieving data from different sources.</li> <li>Discuss the significance of providing accurate and up-to-date information on time.</li> <li>Identify the database management tools and importance of CRM database.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the concepts behind information and knowledge management.</li> <li>Perform rule-based analysis of data/information.</li> <li>Format the data/information into required types/forms.</li> <li>Demonstrate effective data management.</li> <li>Use CRM databases to record and extract information.</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 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 Social networking tool / LMS tool to enable blog posts or discussion board, Instant messenger, chat and email tools to enable mock exercises.	

## Module 12: 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: 05:00(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	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
12 <sup>th</sup> Pass	NA	Minimum 2 years' experience in the IT services domain.		1 year preferred	Minimum 2 years' experience in the application development industry.	Additional certification in relevant animation and graphics courses/ certifications/ trainings on software like Sound Forge, Adobe Premiere, Adobe After Effects and Combustion, etc.

Trainer Certification	
Domain Certification	Platform Certification
Minimum accepted score in SSC Assessment is 80% per NOS being taught in "SSC/Q0504, 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 QP, a trainee should score an average of 70% across generic NOS' and a minimum of 70% for each technical NOS. 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