

QUALIFICATION FILE – Micro Credentials

Hindi Language Associate (Business Operations)

हिंदी भाषा सहायक (व्यावसायिक संचालन)

☒ Public ☐ Private

☒ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 3

Submitted By:

SCOPE GLOBAL SKILLS UNIVERSITY

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Section 1: Basic Details

1.	Micro Credential-Qualification Name	Hindi Language Associate (Business Operations) हिंदी भाषा सहायक (व्यावसायिक संचालन)	
2.	Sector/s	IT-ITeS, MEPSC	
3.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval.)</i>		4. NCrF/NSQF Level: 3
5.	Brief Description of the Micro Credential	The Hindi Language Associate (Business Operations) Micro Credential is designed to develop functional Hindi communication, digital documentation, and workplace interaction skills required in business and service environments. The credential enables learners to effectively read, write, speak, and type Hindi for routine professional activities, facilitating smooth workplace communication and customer interaction. Learners acquire competencies in Hindi literacy, workplace communication, Hindi typing, digital documentation, and professional correspondence, including preparation of emails, applications, and routine business documents. The credential also promotes an understanding of the linguistic and cultural context of Hindi to support clear, appropriate, and effective communication. The acquired skills can be applied across sectors such as IT-ITeS (BPO/KPO), retail, customer service, administration, and other service industries. The credential also contributes to the broader Hindi language ecosystem, including communication services, documentation, media, and cultural and literary domains where functional Hindi proficiency is valuable.	

6.	Eligibility Criteria for Entry for Students/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience <table><tr><th>S. No.</th><th>Academic/Skill Qualification (with specialization- if applicable)</th><th>Relevant Experience (with specialization- if applicable)</th></tr><tr><td>1</td><td>Class X pass</td><td>One-year relevant experience</td></tr><tr><td>2</td><td>Class 8th with ITI</td><td>Two-year of relevant experience</td></tr></table> b. Age <Please specify age only in case of any legal restrictions>:		S. No.	Academic/Skill Qualification (with specialization- if applicable)	Relevant Experience (with specialization- if applicable)	1	Class X pass	One-year relevant experience	2	Class 8th with ITI	Two-year of relevant experience
S. No.	Academic/Skill Qualification (with specialization- if applicable)	Relevant Experience (with specialization- if applicable)										
1	Class X pass	One-year relevant experience										
2	Class 8th with ITI	Two-year of relevant experience										
7.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	4	8. Common Cost Norm Category (I/II/III) (wherever applicable): III									
9.	Any Licensing Requirements/ Pre-requisites for Undertaking Training (wherever applicable)	NA										
10.	Expected Outcomes of the Micro Credential	Upon successful completion of the Hindi Language Associate (Business Operations) Micro Credential, the learner will be able to: 1. Read, understand, and interpret commonly used Hindi words, phrases, instructions, and workplace communications. 2. Communicate effectively in Hindi during routine workplace interactions with colleagues, supervisors, customers, and other stakeholders. 3. Apply functional Hindi language skills to perform professional tasks such as information sharing, customer interaction, and workplace communication. 4. Perform Hindi typing and use standard digital tools for preparing, editing, storing, and managing Hindi documents. 5. Prepare routine business correspondence in Hindi, including emails, applications, notices, messages, and workplace documents using appropriate formats and professional language. 6. Demonstrate digital documentation skills while maintaining accuracy, quality, and confidentiality of information. 7. Apply Hindi communication skills across business support services, customer service, retail, administration, and other workplace environments where functional Hindi proficiency is required.										

		8. Demonstrate professional behaviour, communication etiquette, and workplace readiness while performing routine business operations in Hindi												
11.	Training Duration by Modes of Training Delivery (<i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i>)	☐ Offline Only ☒ Online Only ☐ Blended <table border="1"> <thead> <tr> <th>Training Delivery Mode</th><th>Theory (Hours)</th><th>Practical (Hours)</th><th>Total (Hours)</th></tr> </thead> <tbody> <tr> <td>Classroom (offline)</td><td>-</td><td>-</td><td>-</td></tr> <tr> <td>Online</td><td>30:00</td><td>90:00</td><td>120:00</td></tr> </tbody> </table> (Refer Blended Learning Annexure for Details)	Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)	Classroom (offline)	-	-	-	Online	30:00	90:00	120:00
Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)											
Classroom (offline)	-	-	-											
Online	30:00	90:00	120:00											
12.	Assessment Criteria	<table border="1"> <thead> <tr> <th>Theory (Marks)</th><th>Practical (Marks)</th><th>Project (Marks)</th><th>Viva (Marks)</th><th>Total (Marks)</th><th>Passing %age</th></tr> </thead> <tbody> <tr> <td>20</td><td>70</td><td>5</td><td>5</td><td>100</td><td>40</td></tr> </tbody> </table> *Online remotely invigilated assessment conducted by Scope Global Skills University	Theory (Marks)	Practical (Marks)	Project (Marks)	Viva (Marks)	Total (Marks)	Passing %age	20	70	5	5	100	40
Theory (Marks)	Practical (Marks)	Project (Marks)	Viva (Marks)	Total (Marks)	Passing %age									
20	70	5	5	100	40									
13.	Is the Qualification Amenable to Persons with Disability	☒ Yes ☐ No If “Yes”, specify applicable type of Disability: <i>Locomotor Disability (OL, BL, OA, Leprosy Cured, Acid Attack Victim)</i> <i>The digital nature of the qualification promotes accessibility and inclusion by enabling learners to participate remotely and utilize assistive technologies where required.</i>												
14.	How participation of women will be encouraged?	Encouraging the participation of women in the role of Hindi Language Associate (Business Operations) can be achieved through targeted strategies aimed at creating inclusive, accessible, and supportive learning and employment opportunities. The following measures can be adopted: Targeted Outreach and Awareness: Actively promote the qualification through women’s colleges, skill training institutes, self-help groups (SHGs), and community networks. Participation in career counselling sessions, job fairs, and digital awareness campaigns can												

		help attract female candidates, especially from semi-urban and rural areas where Hindi proficiency is strong. 2. Accessible and Flexible Training Delivery: Offer flexible learning options such as blended learning, online modules, and local language support to ensure ease of access for women, including those managing household responsibilities. Safe and nearby training centres may further improve participation. 3. Skill Development and Confidence Building: Provide structured training focused on communication skills, digital literacy (including Hindi typing), and workplace readiness to enhance employability and confidence among women candidates. 4. Mentorship and Role Models: Establish mentorship opportunities by connecting learners with successful women professionals working in communication, customer service, and administrative roles. Showcasing such role models can inspire greater participation. 5. Industry Linkages and Placement Support: Collaborate with employers in sectors such as IT-ITeS, retail, and service industries to promote inclusive hiring practices. Encourage work-from-home or flexible job roles, which are particularly beneficial for women. 6. Collaboration with Women Empowerment Initiatives: Partner with government and non-government organizations working in women empowerment, literacy, and livelihood generation to create pathways for training and employment in Hindi-based roles.
15.	Other Indian Languages in which the Micro Credential will be implemented.	Hindi
16.	Is similar Micro Credential Qualification(s) available on NQR-if yes, justification for this qualification	☐ Yes ☒ No URLs of similar Qualifications:

17.	Name and Contact Details Submitting / Awarding Body SPOC	Name: MR.ROHIT SAPKAL Email: rohit.sapkal@sgsuniversity.ac.in Contact No.: 0755-2434702/701 Website:	
18.	NSQC Approval Date:	19. Validity Duration:	20. Next Review Date:

Section 2: Training Related

1.	Trainer's Qualification and experience in relevant sector (in years) <i>(as per requirement and NCVET guidelines)</i>	Graduate in any discipline with 1 years of relevant experience as Hindi Steno, Hindi Typist, Secretary (Hindi) and 1 years of training experience in the same.
2.	Master Trainer's Qualification and experience in relevant sector (in years) <i>(as per requirement and NCVET guidelines)</i>	Graduate in any discipline with 2 years of relevant experience as Hindi Steno, Hindi Typist, Secretary (Hindi) and 2 years of training experience in the same.
3.	Tools and Equipment Required for Training	☒ Yes ☐ No <i>(If "Yes", details to be provided in Annexure)</i>

Section 3: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) <i>(as per requirement and NCVET guidelines)</i>	Graduate in any discipline with 1 years of relevant experience as Hindi Steno, Hindi Typist, Secretary (Hindi) and 1 years of training experience in the same.
2.	Proctor's Qualification and experience in relevant sector (in years) <i>(as per requirement and NCVET guidelines)</i>	Graduate with 2 years of relevant experience
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) <i>(as per requirement and NCVET guidelines)</i>	Graduate in any discipline with 2 years of relevant experience as Hindi Steno, Hindi Typist, Secretary (Hindi) and 2 years of training experience in the same.
4.	Assessment Mode <i>(Specify the assessment mode)</i>	Mode: ☒ Online Only ☐ Offline Only ☐ Blended
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☐ Yes ☒ No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

Section 4: Evidence of Need of the Micro Credential

As per the NCVET Guidelines for evidence of need, provide the required Annexure/Supporting documents.

1.	Government /Industry initiatives/ requirement (Yes/No): Yes
2.	Number of Industry validation provided: <i><Specify both Annexure & Supporting document details for Industry validation summary & Industry validations (as per format)></i>
3.	Estimated number of people to be trained: 1700

Section 5: Annexure Check List

Specify Annexure Number and Name.

1.	Annexure: NCrf/NSQF level justification based on NCrf Level/NSQF descriptors <i>(Mandatory)</i>	Annexure: Evidence of Level
2.	Annexure: Learning Outcomes and Assessment Criteria <i>(Mandatory)</i>	Annexure: Learning Outcomes and Assessment Criteria
3.	Annexure: Assessment Strategy <i>(Mandatory)</i>	<i>Annexure: Assessment Strategy</i>
4.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory – Except in case of online course)</i>	<i>Annexure: Tools and Equipment</i>
5.	Annexure: Blended Learning <i>(Mandatory in case selected mode of delivery is “Blended Learning”)</i>	NA
6.	Annexure: Acronym and Glossary <i>(Optional)</i>	<i>Annexure: Acronym and Glossary</i>

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	Understanding of functional Hindi grammar, phonetics, and standard workplace terminology. Knowledge of basic business communication formats (emails, applications) and use of digital tools for documentation.	The learner demonstrates knowledge of a defined range of standard procedures and concepts used in routine workplace communication. The knowledge is applied within limited and structured contexts , without requirement of advanced linguistic interpretation.	3
Professional and Technical Skills/ Expertise/ Professional Knowledge	Ability to perform Hindi typing with accuracy, execute digital documentation tasks using standard software, and conduct routine workplace interactions in Hindi.	The role requires a range of cognitive and practical skills to carry out tasks in familiar and predictable business environments . The learner applies known formats, tools, and procedures, consistent with Level 3 skill expectations.	3
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Ability to communicate effectively in Hindi with colleagues and customers, handle routine workplace interactions, and use digital tools for documentation and communication.	The learner demonstrates basic employability skills , including communication, teamwork, and digital literacy. They can receive and transmit clear information in structured workplace settings, aligned with Level 3 requirements.	3
Broad Learning Outcomes/Core Skill	Perform routine reading, writing, and communication tasks in Hindi, including drafting basic emails, preparing documents, and handling standard workplace communication.	The outcomes involve execution of tasks in familiar, routine, and predictable situations using standard procedures. The learner focuses on application rather than analysis , which is characteristic of Level 3.	3

Responsibility	Responsible for accuracy in Hindi typing, quality of drafted communication, and completion of assigned documentation tasks within timelines.	The individual is responsible for own work output and quality , working under regular supervision . The role does not involve independent decision-making or complex problem-solving, clearly aligning with Level 3 and differentiating from Level 4.	3
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Annexure: Learning Outcomes and Assessment Criteria

Detailed learning outcomes and assessment criteria for the qualification are as follows:

S. No.	Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
1.	Demonstrate functional Hindi literacy, phonetic understanding, and comprehension for personal and workplace communication.	5	20	-	-
2.	Communicate effectively in Hindi during routine workplace interactions with colleagues, supervisors, customers, and other stakeholders	5	15	5	-
3.	Perform Hindi typing and digital documentation tasks using standard digital tools and applications.	5	20	-	-
4.	Prepare professional correspondence, emails, applications, notices, and workplace documents in Hindi using appropriate formats and communication practices.	5	15	-	5
Total Marks		20	70	5	5

Annexure: Assessment Strategy

Specify the assessment strategy and plan to evaluate the Candidate on the required competencies of the qualification.

1. Assessment System Overview

The assessment process for the **Hindi Language Associate (Business Operations) Micro Credential** shall be competency-based and aligned with the prescribed learning outcomes of the credential. The objective of the assessment is to evaluate the learner's ability to apply Hindi language, communication, typing, documentation, and workplace interaction skills in practical and business-oriented contexts.

Training and assessment shall be administered through SGSU's approved digital ecosystem comprising:

- **AISECT Learn Platform** for self-paced learning, content delivery, learner engagement, assignments, and online assessments.
- **Hindi Language Learning Tool** for competency-based practice, simulation-driven learning, Hindi typing, language exercises, pronunciation practice, and progressive skill development from foundational literacy to workplace-level proficiency.

The training and certification workflow shall follow the established SGSU assessment process. A scheme shall be created and approved SIDH, Training Providers (TPs) shall be onboarded, and Training Centres (TCs) shall be mapped under the respective TPs. Learner batches shall be created and enrolled against the approved scheme. Upon completion of training and achievement of assessment readiness, batches shall be scheduled for assessment.

An independent Assessment Agency shall be assigned for conducting assessments. The assessment shall be carried out by qualified assessors in accordance with approved assessment guidelines, ensuring objectivity, transparency, and quality assurance.

2. Assessment Methodology

Assessment shall be conducted through a combination of theory and practical evaluation methods to measure the learner's achievement of the prescribed learning outcomes.

The assessment components may include:

- Online theory examinations
- Practical demonstrations and task-based assessments

- Hindi typing proficiency tests
- Digital documentation exercises
- Workplace communication simulations
- Business correspondence drafting exercises
- Assignments and project-based activities
- Viva voce, wherever applicable

The assessment shall focus on the learner's ability to apply acquired competencies in realistic workplace scenarios rather than merely demonstrating theoretical knowledge.

3. Assessment Quality Assurance Framework

SGSU shall establish and maintain a robust quality assurance framework for assessment design, administration, and evaluation.

Assessment instruments shall be developed and periodically reviewed by subject matter experts to ensure:

- Alignment with the prescribed learning outcomes
- Consistency with NSQF Level 3 descriptors
- Industry relevance and workplace applicability
- Appropriate difficulty level and competency coverage
- Accuracy of language, grammar, and content
- Clarity and absence of ambiguity in assessment items

Question banks, practical evaluation rubrics, assignments, and assessment guidelines shall undergo periodic review and updating to ensure continued relevance and quality.

4. Evidence Collection and Assessment Records

Evidence of learner competency may include:

- Online assessment responses generated through AISECT Learn
- Hindi typing performance records
- Outputs generated through the Hindi Language Learning Tool

- Digital documents prepared by learners
- Assignments and project submissions
- Assessor evaluation sheets
- Viva and practical assessment records, wherever applicable

The assessment system shall maintain appropriate digital records of learner participation and performance for verification, audit, and certification purposes.

5. Verification and Validation

To ensure integrity and reliability of assessments, SGSU shall implement verification and validation mechanisms including:

- Assessment readiness verification before scheduling assessments
- Assessor allocation through approved assessment processes
- Internal quality monitoring and moderation
- Random review of assessment records and learner submissions
- Analysis of assessment outcomes and learner performance trends
- Periodic audits and quality checks

Where assessments are conducted online, appropriate learner authentication and monitoring measures may be implemented to maintain assessment credibility.

6. Assessment Documentation, Archiving and Access

All assessment-related documents and records shall be maintained in digital format and securely archived by SGSU.

Records may include:

- Candidate registration details
- Batch and attendance records
- Assessment schedules
- Question papers and assessment instruments
- Learner responses and practical outputs
- Assessment results and score sheets

- Assessor reports and evaluation records

Access to assessment records shall be restricted to authorized personnel and made available for regulatory review, audit, quality assurance, and certification purposes, as required.

7. Assessment Weightage

Assessment Component	Weightage
Theory Assessment	20%
Practical Assessment	70%
Assignment / Project	5%
Viva Voce	5%
Total	100%

The learner shall be assessed against all prescribed learning outcomes, and certification shall be awarded upon successful completion of the assessment requirements as per SGSU and NCVET guidelines.

Annexure: Tools and Equipment

List of Tools and Equipment

Batch Size:

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Access to computer system with Multi-media capability	With Wi-Fi (2MBPS Dedicated)	1 Unit per Trainee
2	LMS Platform		1 Unit per Trainee
3	Relevant Software tools: Hindi Learning Tool		1 Unit per Trainee

Classroom Aids:

The aids required to conduct sessions in the classroom are:

1. White Board
2. White Board Marker
3. Projector

Annexure: Industry Validations Summary

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)

Annexure: Training Details

Training Projections:

Year	Estimated Training # of Total Candidates	Estimated training # of Women	Estimated training # of People with Disability
2026	200	20	2
2027	500	50	5
2028	1000	100	10

Data to be provided year-wise for next 3 years.

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools: NA

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	O f f l i n e : O n l i n e R a t i o
1	☐ Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	☐ Imparting Soft Skills, Life Skills and Employability Skills /Mentorship to Learners		
3	☐ Showing Practical Demonstrations to the learners		

4	☐ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	☐ Tutorials/ Assignments/ Drill/ Practice		
6	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	☐ On the Job Training (OJT)/ Project Work Internship		

Annexure: Acronym and Glossary

Acronym

Acronym	Description
SGSU	Scope Global Skills University
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities based on their main economic function, product, service or technology.