QUALIFICATION FILE

Digital Content Developer

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

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

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

NCrF/NSQF Level: NSQF Level 4.5

Submitted By:

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District: East Sikkim, Sikkim – 737134

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Section 1: Basic Details

<table>
<tr><td>1.</td><td>Qualification Name</td><td colspan="2">Digital Content Developer</td></tr>
<tr><td>2.</td><td>Sector/s</td><td colspan="2">IT/ITeS</td></tr>
<tr><td>3.</td><td>Type of Qualification: ☒ New ☐ Revised ☐ Has Electives/Options
☐OEM</td><td>NQR Code & version of existing/previous qualification: (change to previous, once approved)</td><td>Qualification Name of existing/previous version:</td></tr>
<tr><td>4.</td><td>a. OEM Name
b. Qualification Name
(Wherever applicable)</td><td colspan="2">NA</td></tr>
<tr><td>5.</td><td>National Qualification Register (NQR) Code &Version
(Will be issued after NSQC approval)</td><td>TBD</td><td>6. NCrF/NSQF Level: NSQF Level 4.5</td></tr>
<tr><td>7.</td><td>Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure)</td><td colspan="2">Certificate</td></tr>
<tr><td>8.</td><td>Brief Description of the Qualification</td><td colspan="2">This is a short-term qualification to meet the growing need for digital content developers in the country.</td></tr>
<tr><td>9.</td><td>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</td><td colspan="2">a. Entry Qualification & Relevant Experience:

<table>
<tr><th>S. No.</th><th>Academic/Skill Qualification (with Specialization - if applicable)</th><th>Required Experience (with Specialization - if applicable)</th></tr>
<tr><td>1</td><td>12th standard pass</td><td>1 year of work experience that involves working with computers</td></tr>
<tr><td>2</td><td>1-year UG certificate after 12th</td><td>-</td></tr>
</table>
b. Age: <Please specify age only in case of any legal restrictions></td></tr>
<tr><td>10.</td><td>Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))</td><td>19</td><td>11. Common Cost Norm Category (I/II/III) (wherever applicable): II</td></tr>
<tr><td>12.</td><td>Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)</td><td colspan="2">NA</td></tr>
</table>

<table>
<tr><td>13.</td><td>Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</td><td colspan="2">☒Offline ☐Online ☐ Blended
<table>
<tr><th>Training Delivery Modes</th><th>Theory (Hours)</th><th>Practical (Hours)</th><th>OJT Mandatory (Hours)</th><th>OJT Recommended (Hours)</th><th>Total (Hours)</th></tr>
<tr><td>Classroom (offline)</td><td>220</td><td>350</td><td></td><td></td><td>570</td></tr>
<tr><td>Online</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
(Refer Blended Learning Annexure for details)</td></tr>
<tr><td>14.</td><td>Aligned to NCO/ISCO Code/s (if no code is available mention the same)</td><td colspan="2">2641.0300, 2166.0501, 2641.0801, 2431.0700</td></tr>
<tr><td>15.</td><td>Progression path after attaining the qualification (Please show Professional and Academic progression)</td><td colspan="2">Vertical Progression: Digital Content Team Leader, Instructional Designer, Digital Marketing Team Leader
Horizontal Progression: Social Media Analyst
Academic Progression: Can get lateral entry to 3rd Year of Bachelor of Arts and B.Voc. Digital Content Development</td></tr>
<tr><td>16.</td><td>Other Indian languages in which the Qualification & Model Curriculum are being submitted</td><td colspan="2">Will be translated in Hindi</td></tr>
<tr><td>17.</td><td>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</td><td colspan="2">☐ Yes ☒ No URLs of similar Qualifications:</td></tr>
<tr><td>18.</td><td>Is the Job Role Amenable to Persons with Disability</td><td colspan="2">☒ Yes ☐ No
If “Yes”, specify applicable type of Disability: Motor Disability</td></tr>
<tr><td>19.</td><td>How Participation of Women will be Encouraged</td><td colspan="2"></td></tr>
<tr><td>20.</td><td>Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)</td><td colspan="2">☐ Yes ☒ No</td></tr>
<tr><td>21.</td><td>Is Qualification Suitable to be Offered in Schools/Colleges</td><td colspan="2">Schools ☒ Yes ☐ No Colleges ☒ Yes ☐ No</td></tr>
<tr><td>22.</td><td>Name and Contact Details of Submitting / Awarding Body SPOC
(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</td><td colspan="2">Name: Jassi Dimple
Email: contact@msu.edu.in , qualifications@msu.edu.in
Contact No.: +91 9874875876, +91 7277271155
Website: www.msu.edu.in</td></tr>
<tr><td>23.</td><td>Final Approval Date by NSQC: 29-Mar-2023</td><td>24. Validity Duration: 3 years</td><td>25. Next Review Date 28-Mar-2026</td></tr>
</table>

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

***Th**.-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**-Project*

S. No	NOS/Module Name	NOS/Module Code & Version *(if applicable)*	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) *(if applicable)*
1.	Prepare digital textual content	MSU/IT/0101/001	Core	4.5	5	46	104			150	30	70			100	20
2.	Develop audio and visual content using appropriate tools	MSU/IT/0101/002	Core	4.5	5	48	102			150	30	70			100	20
3.	Review digital content	MSU/IT/0101/003	Core	4.5	3	26	64			90	30	70			100	15
4.	Publish Digital Content	MSU/IT/0101/004	Core	4.5	2	16	44			60	30	70			100	15
5.	Work as per plan	MSU/IT/8001/001	Non-core	4.5	1	12	18			30	50	50			100	10
6.	Maintain health and safety in a workplace	MSU/IT/8002/001	Non-core	4.5	1	12	18			30	50	50			100	10
7.	Employability Skills	DGT/VSQ/N0103	Non-core	4.5	2	60	0			60	100				100	10
Duration (in Hours) / Total Marks					19	220	350			570						

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Elective NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version *(if applicable)*	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) *(if applicable)*
1.																
2.																
Duration (in Hours) / Total Marks																

Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version *(if applicable)*	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) *(if applicable)*
1.																
2.																
Duration (in Hours) / Total Marks																

Assessment - Minimum Qualifying Percentage

*Please specify **any one** of the following:*

Minimum Pass Percentage – Aggregate at qualification level: 60 % *(Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)*

Minimum Pass Percentage – NOS/Module-wise: 60 % *(Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)*

Section 3: Training Related

1.	**Trainer's Qualification and experience in the relevant sector (in years)** *(as per NCVET guidelines)*	**Graduate in any specialization with 3 years of relevant experience in Digital content development and 1 year of training experience**

		Certified in all the digital content editing tools **MSU/DGT/SSC or any other recognized certification as a Trainer/Teacher.**
2.	**Master Trainer's Qualification and experience in the relevant sector (in years)** *(as per NCVET guidelines)*	**Graduate in any specialization with 5 years of relevant experience in Digital content development and 2 year of training experience** **Certified in all the digital content editing tools** **Any recognized certification as a Trainer/Teacher.**
3.	**Tools and Equipment Required for Training**	☒Yes ☐No (*If "Yes", details to be provided in Annexure)*
4.	**In Case of Revised Qualification, Details of Any Upskilling Required for Trainer**	

Section 4: Assessment Related

●	**Assessor's Qualification and experience in relevant sector (in years)** *(as per NCVET guidelines)*	● **3 years of relevant industry experience, 1 year experience as an assessor** ● **Educational qualification to be a level higher than that in the entry criteria of the qualification** ● **MSU/DGT/SSC or any other recognized certification as an Assessor**
●	**Proctor's Qualification and experience in relevant sector (in years)** *(as per NCVET guidelines)*	**Graduate in IT with proctoring experience of 1 year**
●	**Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)** *(as per NCVET guidelines)*	● **5 years of relevant industry experience with 2 years of experience as an assessor** ● **Educational qualification to be a level higher than that in the entry criteria of the qualification** ● **Any recognized certification as an Assessor**
●	**Assessment Mode** *(Specify the assessment mode)*	**Online**
●	**Tools and Equipment Required for Assessment**	☒ Same as for training ☒ Yes ☐ No *(details to be provided in Annexure-if it is different for Assessment)*

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	**Latest Skill Gap Study (not older than 2 years) (Yes/No):** No
2.	**Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):** There are over 1.2 billion mobile subscribers in India in 2021 and the smartphone market itself is expected to reach over 1 billion users by 2026. Further, cheap and fast data services and the potential roll-out of 5G will only increase the screen time spent by audiences, both rural and urban, and drive the demand for content. As content creators embrace new technologies that enable rapid production and deployment of digital assets, their reach and interactive access to their followers have made them relatable, economical and effective brand ambassadors. Digital content creators can engage with their subscriber base through comments, stories, status updates, chats, live-streaming events, podcasts, and other platform-enabled interactions to enable a personalized and monetizable experience. Advertising firms have shifted focus to digital influencers, who can collaborate with brands and leverage their organic fame. Digital advertising is expected to account for over 32 percent of the total advertising spend in India. There is also the potential to play across the digital content value chain with short-form video-content creators finding production houses and OTT platforms willing to create or co-create TV series, reality shows, or movies that play to the relatability of the content creator. With minimal barriers to entry, the digital content creator journey has inspired millions of Indians to take the plunge into content creation. Content creators are tackling a wide range of topics from memes, comedy, dance trends, songs, politics, and other news, across the short-video and long-format video spectrum. List of requirements in Digital Content: ● Social Media Manager ● SEO executive ● Digital Marketing / SEO / SMM / Content Writers / SMO ● Digital Content Writer - eLearning ● Digital Content Manager ● Digital Content Creator ● Content Producer (Digital Content Production) ● Sr. Digital Content Associate ● Digital Media Specialist ● Marketing Head (Digital Marketing) ● Senior Writer, Digital Content ● Digital Content Manager & Brand Partnership Manager ● Digital Marketing Specialist ● Senior Manager - Digital Content & Social Media Marketing ● Digital Content Associate ● Social Media and Digital Marketing Executives ● Digital Content Specialist ● Digital Content Executive ● Digital Content Editor ● Manager - Digital Content Marketing - Internet/Online/Insurance
3.	**Government /Industry initiatives/ requirement (Yes/No):**

4.	**Number of Industry validation provided:** 14
5.	**Estimated nos. of persons to be trained and employed:** 2000
6.	**Evidence of Concurrence/Consultation with Line Ministry/State Departments:** If "No", why: Request for Line Ministry Concurrence has been sent to the Digital Media Cell of Information and Broadcasting Ministry. Revert awaited

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	**Annexure:** NCrF/NSQF level justification based on NCrF level/NSQF descriptors *(Mandatory)*	*Annexure 1*
2.	**Annexure:** List of tools and equipment relevant for qualification *(Mandatory, except in case of online course)*	*Annexure 2*
3.	**Annexure:** Detailed Assessment Criteria *(Mandatory)*	*Annexure 6*
4.	**Annexure:** Assessment Strategy *(Mandatory)*	*Annexure 7*
5.	**Annexure:** Blended Learning *(Mandatory, in case selected Mode of delivery is "Blended Learning")*	*Annexure 5*
6.	**Annexure:** Multiple Entry-Exit Details *(Mandatory, in case qualification has multiple Entry-Exit)*	
7.	**Annexure:** Acronym and Glossary *(Optional)*	*Annexure 8*
8.	**Supporting Document:** Model Curriculum *(Mandatory – Public view)*	*Model Curriculum Digital Content Developer*
9.	**Supporting Document:** Career Progression *(Mandatory - Public view)*	*Career Progression and Occupational Map*
10.	**Supporting Document:** Occupational Map *(Mandatory)*	
11.	**Supporting Document:** Assessment SOP *(Mandatory)*	
12.	**Any other document you wish to submit:**	*India's digital future Mass of niches KPMG in India's Media and Entertainment report 2019* *Digital Media: Rise of On-demand Content, Report by Deloitte*

Annexure 1: 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	**Well Developed Skills in a familiar context** ● Gather the content production requirements from the authorized personnel as per organizational norms. ● Determine the objective of the content and elements required in the content ● Determine the needs and viewpoints of the target users and audience using various user data. ● Schedule content creation to coincide with organizational branding and marketing initiatives. ● Research and identify text-based content that may be incorporated and referenced ● Fill in the perceived information gaps in text-based materials using various supplementary sources. ● Evaluate and choose the most suitable content ideas and writing styles in consultation with the right personnel. ● Come up with various ideas relevant to the objective of the content to be created. ● Organize content by category, order, and structure to make it simple to read and navigate. ● Write content using principles and best practices of effective communication. ● Use the writing tools appropriate for the content's purpose while creating material. ● Writing tools: Word processor like MS Word, Presentation Software like MS PowerPoint, publishing software like InDesign, eLearning software like Articulate storyline, HTML forms like Google forms ● Edit and rewrite text until it satisfies the criterion for creativity. ● Check written material for errors and run readability tests, if necessary. ● Distribute the final version of content to the appropriate personnel for evaluation and consideration.	This qualification trains the candidate to be fully responsible for digital content development work from identifying requirements, conducting research, developing the content, reviewing the content and publishing the content. This involves well-developed skills and at various stages a clear choice of procedures. Hence level is 5	5

	• Gather feedback from relevant people and modify the content. • Source audio and visual content that appeals to the target audience and fits the requirement, organization's logo, style guide, and marketing strategy from authorized sources. • Authorized sources: approved graphics, audio video from the production team, free online sources of images, graphics, audio and video, etc. • Edit audio and visual material to produce attractive and high-quality material using media editing tools like Photoshop, Canva, and Video Editor like Adobe Premiere Pro, Final Cut Pro, AVID media composer, etc. • Provide captions, sub-titles or descriptions for media assets as per • Review online content using an industry-standard web browser or application to check layout, appearance and accessibility requirements are met • Proof-read digital content to identify any errors with respect to language, format and template as per standards • Check adherence to branding and messaging guidelines across the content • Identify gaps and inadequacies in the content by evaluating the content based on the content outline and objectives • Follow protocols for ensuring the accuracy and authenticity of information • Check for superseded and inaccurate information and suggest current information and additional material in accordance with organisational requirements • Check and identify plagiarized content • Analyse the efficiency of content in achieving its purpose using digital tools for analytics • Export video files in compatible sizes, formats and frame rates to meet production requirements • Upload content to the final destination with applicable metadata according to production requirements • Ensure that content is logically organized and presented in an eye-catching way to enhance user experience		

	● Verify the uploaded materials in closed contention mode, test them on various gadgets, and make any necessary adjustments, if required. **Clear Choice of procedures in a familiar context** ● Determine the needs and viewpoints of the target users and audience using various user data. ● Research and identify text-based content that may be incorporated and referenced ● Fill in the perceived information gaps in text-based materials using various supplementary sources. ● Evaluate and choose the most suitable content ideas and writing styles in consultation with the right personnel. ● Come up with various ideas relevant to the objective of the content to be created. ● Organize content by category, order, and structure to make it simple to read and navigate. ● Write content using principles and best practices of effective communication. ● Use the writing tools appropriate for the content's purpose while creating material. ● Edit and rewrite text until it satisfies the criterion for creativity. ● Source audio and visual content that appeals to the target audience and fits the requirement, organization's logo, style guide, and marketing strategy from authorized sources. ● Edit audio and visual material to produce attractive and high-quality material using media editing tools like Photoshop, Canva, and Video Editor like Adobe Premiere Pro, Final Cut Pro, AVID media composer, etc. ● Provide captions, sub-titles or descriptions ensuring relevancy, accuracy and SEO optimization ● Embed the audio and visual content in the overall content seeking maximum impact and effective utilization of space and size. ● Ensure that audio and visual representations are as per the requirements and error-free. ● Analyse the efficiency of content in achieving its purpose using digital tools for analytics		

	• Export video files in compatible sizes, formats and frame rates to meet production requirements • Ensure that content is logically organized and presented in an eye-catching way to enhance user experience • Verify the uploaded materials in closed contention mode, test them on various gadgets, and make any necessary adjustments, if required.		
Professional and Technical Skills/ Expertise/ Professional Knowledge	**Knowledge of facts in a field of work** • Best practices for using digital content to: engage customers; maximize sales; drive traffic to the website; create brand and target market appeal; achieve consistency and alignment with organizational branding and promotion activity • Types of data that may provide information on users and audience • Relevant media laws and codes of practice relevant to copyright, defamation, privacy • Creative and technical specifications of the work output to be collected before beginning a project, including the quality standards expected of the final output, how much raw media is available, timelines and formats of the deliverables • The factors which influence the selection and combination of images, sound, graphic elements and the dynamics of the movement and what effect these have on the aesthetic composition • Sources of video, pictures, graphics and sound • Various formats and codes of audio, video, graphics and pictures and their application • Codes of practice and relevant aspects of copyright laws relating to editing digital content • Software tools used to aid digital audio and visual content development and their internal-external cross-platform usability • Functions and capabilities of tools like Photoshop, Canva, and video editors like Adobe Premiere Pro, Final Cut Pro, AVID media composer, etc. • Various equipment used in audio and video editing such as colour grading monitor, video editing monitor,	Knowledge of facts, principles, processes and general concepts, in a field of work or study.	5

	special mouse and keyboard for video editing, headphones speakers, etc. ● Guidelines for captioning media assets ● Principles and conventions of continuity ● Concept and use of pace and timing ● Role of sounds and how sound can create pace and mood ● Basics of colour ● Visual composition techniques ● Web layout designs to host required digital content ● Industry standard applications that are used to publish digital content online ● Approved file extensions for different types of media files ● Video file formats, compression codecs and containers for final output ● Industry-standard web graphic file formats used to store and publish digital content ● Sharable Content Object Reference Model (SCORM) compliance **Knowledge of processes in a field of work** ● Importance of identifying the objective of the content and the elements required in it before starting the content development process ● The process of researching, identifying, writing and editing text-based material and meeting all deadlines as required ● Approaches for producing textual and visual online content relevant to various target markets and purposes ● Facilitation of textual content creation for internal-external cross-platform usability ● Identification of different sources to be used as supplementary material and information ● The function and application of copywriting in creating digital content ● Logical and methodical approach to the process of clarifying content, drafting and proofreading to meet creative requirements		

	● Tools and procedures for uploading and storing digital material ● Checks, clearances and approvals needed, and how to obtain them ● Evaluation of stakeholder feedback and incorporation to meet production standards ● Importance of documenting all requirements and creating a checklist for review ● Importance of ensuring content received is from authorised sources, of correct version and complete ● Tools and their use for proof-reading content ● Tools and their use for checking for plagiarism, accuracy and currency of the content ● Digital analytics tools for SEO optimization, web content, social media content, etc. ● The process for proof-reading digital content to identify any errors with respect to language, format and template as per standards ● Organizational procedures for completing documentation and archiving content-related materials ● The process for checking adherence to branding and messaging guidelines across the content ● The process for analysing the efficiency of content in achieving its purpose using digital tools for analytics ● The planning processes **Knowledge of general concepts and principles in a field of work** ● Current trends in the development and use of digital textual content ● Function and application of search engine optimization in creating digital content. ● Writing styles and their purpose ● The usage of and features for: keywords, styling, file schemes, information architecture and its link to digital content ● Usage of tools like word processors like MS word, presentation software like MS PowerPoint, publishing software like InDesign, eLearning software like Articulate storyline, HTML forms like google forms		

	• Layout and presentation techniques • Usage of formatting and interactive techniques to increase content engagement • Common limitations and concerns regarding the development and replacement of original material, review and editing strategies or other technical errors • Documentation of instructions and specifications for digital content review • Industry-standard communication methods and practices • Version control and the importance of maintaining record systems to manage versions of data archiving • What should be included in a work plan, particularly activities, required resources, constraints and timescales • How to brief team members on the plan, confirm their roles and responsibilities and provide ongoing support, encouragement and information		
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	**Cognitive skills** • Determine the objective of the content and elements required in the content • Determine the needs and viewpoints of the target users and audience using various user data. • Research and identify text-based content that may be incorporated and referenced • Organize content by category, order, and structure to make it simple to read and navigate. • Write content using principles and best practices of effective communication. • Edit and rewrite text until it satisfies the criterion for creativity. • Check written material for errors and run readability tests, if necessary. • Gather audio-visual digital content requirements for the organization, target audience profiling, resources available and constraints. • Determine platform capabilities and constraints to guide content production.	A range of cognitive and practical skills are required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	5

	● Source audio and visual content that appeals to the target audience and fits the requirement, organization's logo, style guide, and marketing strategy from authorized sources. ● Edit audio and visual material to produce attractive and high-quality material using media editing tools like Photoshop, Canva, and Video Editor like Adobe Premiere Pro, Final Cut Pro, AVID media composer, etc. ● Provide captions, sub-titles or descriptions for media assets as per **Practical Skills** ● Gather the content production requirements from the authorized personnel as per organizational norms. ● Schedule content creation to coincide with organizational branding and marketing initiatives. ● Use the writing tools appropriate for the content's purpose while creating material. ● Writing tools: Word processor like MS Word, Presentation Software like MS PowerPoint, publishing software like InDesign, eLearning software like Articulate storyline, HTML forms like Google forms ● Distribute the final version of content to the appropriate personnel for evaluation and consideration. ● Gather feedback from relevant people and modify the content. ● Follow protocols for ensuring the accuracy and authenticity of information ● Export video files in compatible sizes, formats and frame rates to meet production requirements ● Upload content to the final destination with applicable metadata according to production requirements **Problem-Solving skills** ● Fill in the perceived information gaps in text-based materials using various supplementary sources.		

	• Evaluate and choose the most suitable content ideas and writing styles in consultation with the right personnel. • Come up with various ideas relevant to the objective of the content to be created. • Embed the audio and visual content in the overall content seeking maximum impact and effective utilization of space and size • Review online content using an industry-standard web browser or application to check layout, appearance and accessibility requirements are met • Proof-read digital content to identify any errors with respect to language, format and template as per standards • Check adherence to branding and messaging guidelines across the content • Identify gaps and inadequacies in the content by evaluating the content based on the content outline and objectives • Check for superseded and inaccurate information and suggest current information and additional material in accordance with organisational requirements • Check and identify plagiarized content • Analyse the efficiency of content in achieving its purpose using digital tools for analytics • Ensure that content is logically organized and presented in an eye-catching way to enhance user experience • Verify the uploaded materials in closed contention mode, test them on various gadgets, and make any necessary adjustments, if required.		
Broad Learning Outcomes/Core Skill	**Mathematical skill** • Schedule content creation to coincide with organizational branding and marketing initiatives • Develop a work plan • Change the work plan to respond to problems encountered or changes to organisational objectives **Understanding of social political** • Determine the needs and viewpoints of the target users and audience using various user data.	Desired mathematical skills; understanding of social, and political; and some skill in collecting and organising information, and communication.	5

	• Gather feedback from relevant people and modify the content. • Gather audio-visual digital content requirements for the organization, target audience profiling, resources available and constraints. • Source audio and visual content that appeals to the target audience and fits the requirement, organization's logo, style guide, and marketing strategy received from authorized sources. • Check adherence to branding and messaging guidelines across the content **Collecting and organising information and communication** • Distribute the final version of content to the appropriate personnel for review, evaluation and consideration. • Send the updated audio and visual content to stakeholders for review and consideration. • Seek clarifications when in doubt from authorised personnel and document it with the review guidelines • Share the compiled report of the findings and feedback to the authorised personnel within the agreed timelines		
Responsibility	The digital content developer is responsible for the entire work and has to coordinate and work with a host of stakeholders such as management, target audience, subject matter experts, IT Platform personnel, assistant content writers, etc. and be responsible for their output and learning along with the output and learning of their vendors and support staff. Hence the level is 5	Responsibility for own work and learning and some responsibility for others' work and learning.	5

Annexure 2: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size:

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1.	Sample organizational templates and style manuals		2 sets
2.	Sample Compilation of technical and creative specifications for text-based digital content development		2 Sets

3.	Digital Word processor tools like MSWord	all software should either be the latest version or one/two versions below	Group License for all students
4.	Digital presentation tools like MS PowerPoint	all software should either be the latest version or one/two versions below	Group License for all students
5.	Desktop Publishing tools like Adobe InDesign, and Adobe Illustrator	all software should either be the latest version or one/two versions below	Group License for all students
6.	eLearning tools like Articulate or Elucidate	all software should either be the latest version or one/two versions below	1 License for 3 candidates
7.	SEO Optimization tools	all software should either be the latest version or one/two versions below	Group License for all students
8.	Plagiarism checking and proofreading tools like Grammarly	all software should either be the latest version or one/two versions below	Group License for all students
9.	Notepad		2 for each student
10.	Pens		2 for each student
11.	Computer/Laptop		1 for every 2 students
12.	Internet connection		1 connection
13.	Different reading sources such as books, journals and magazines,		
14.	Canva	all software should either be the latest version or one/two versions below	Group License for all students
15.	Adobe Photoshop	all software should either be the latest version or one/two versions below	Group License for all students
16.	Freepik, PicArt		Group License for all students
17.	Adobe Premier Pro/ Final Cut Pro/ Avid Media Composer	all software should either be the latest version or one/two versions below	Group License for all students
18.	Colour grading Video editing monitor		1 for every 5 students
19.	Specailised mouse and keyboard		1 for every 5 students
20.	Headphones		1 for every 2 students
21.	Speakers		1 for every 2 students
22.	Google workspace (Docs, sheets, forms, etc.)		Group License for all students
23.	Reviewer Software		Group License for all students
24.	Digital content analytics tool like Google Analytics or SEMrush		Group License for all students
25.	Browsers and applications to view specific published content		Group License for all students

26.	Sample editing specification sheet		2 Sets
27.	Sample content review feedback sheet		2 Sets
28.	Web hosting tools		Group License for all students
29.	Industry standard applications to publish digital content online		1 Set
30.	Digital Content Development codecs and containers for final output,		1 Sample Set
31.	SCORM compliance tools		1 license for 5 students
32.	Sanitisers		1 for every 2 students
33.	Wipes		1 for every 2 students
34.	PPE		1 ser for each student
35.	Fire extinguishers		As per industry norms
36.	First aid kit		1 kit for every 30 students
37.	Computer (PC) with latest configurations		1 for every 2 students
38.	Internet connection with the standard operating system	all software should either be the latest version or one/two versions below	
39.	Scanner		1 for every 30 students
40.	Printer		1 for every 30 students

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptops
2. Whiteboards and markers
3. Projector
4. Screen
5. Chart paper
6. AV equipment
7. Stationery
8. Telephone connection

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Annexure 3: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile *(if available)*
1.	Freelance	Kuldeep Singh	Graphic Designer		7503088708	graphics2612@gmail.com	
2.	Key Elements Marketing Solution	Vipul Dwived	COO		9755915552	vipul@keyelements.in	
3.	Freelance	Manish Singh	Writer/Director		9619422579	manisshh22@gmail.com	
4.	MYFM - Dainik Bhaskar Group	Meenakshi Madan	Manager - Ad Sales	DBCORP LTO (MYFM - Radio Division), Naman Corporate Link, C-31, G Block, BKC, Mumbai - 400051	9322151124	meenakshi.madan@myfmindia.net	
5.	Softude	Anshina Jain	Sr. Content Writer	Plot no 67, PU Commercial 4, Behind C21 mall, AB Road, Indore, MP - 452010	9589999841	anshina.jain@softude.com	
6.	Virtual Creativities	Gaurav Pethe	PHP Developer	Patel Colony, Near Pola Ground, Chhindwara, MP - 480001	8989407509	gauravpethe22387@gmail.com	
7.	After Office	Gaurav Dutt Sharma		B-102, Technocity Chi-5, reater Noida, UP - 201310	9891822202	gaurav@afteroffice.in	
8.	Edutech Cconsulting and Iinnovation Pvt. Ltd. (Intellect Moxie)	Rajeev Singh Baghel		3rd Floor The Agrawal corporate House Sector B, Greater Brajeshwari, Indore, Madhya Pradesh - 452016	9826095063	rajeev@intellectmoxie.com	
9.	Pragmatics Learning	Anuradha Kadam		Office No. B-102, Phase 1, Dwarka Suncreast, Park	9623702697	anuradha@pragmaticslearning.com	

				Royal Road, Kokane Chowk, Pimple Saudagar 411027 – Pune, Maharashtra, India			
10.	Sky Cybernetics	Gaurav Khanna	Director	C-601, Saidham, Plot No. 28 Sector Charkop, Kandivali West Mumbai 400067	9967033985	gaurav@skycybernetics.net	
11.	Intouch Communication	Chandra Mohan Jha	Senior Manager	C-66, 3rd floor, Naraina Vihar, New Delhi - 110028	9582077846	intouchcommunication.acc@gmail.com	
12.	Sushant Enterprises	Shivani Sharma	Senior Consultant	126 B, Sector-14, Guru Teg Bahadur Nagar, Kharar, Mohali, Punjab - 140301	9464729943	shivani@sushant.net	
13.	Adini Enterprises	Alapna Sharma	Proprietor	WZ-28, Ground floor, near post office, Naraina, Delhi - 110028	8368343805	adinienterprises2020@gmail.com	
14.	Indium Enterprise	Paakiza Khan	Manager	C-115, first floor, block C, Rama park, Uttam nagar, Delhi - 110059	9911411066	indiumenterprise@gmail.com	

Annexure 4: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023	30	30				
2024	500	500				
2025	1500	1500				

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

1.
2.

Content availability for previous versions of qualifications:

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

Languages in which Content is available:

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Annexure 5: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

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	Offline : Online Ratio
1	☒Theory/ Lectures - Imparting theoretical and conceptual knowledge	LCD, Projector, Laptop, MSOffice Suite, Flipchart, whiteboard, Markers, wi-fi connectivity	50:50
2	☐Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	☒Showing Practical Demonstrations to the learners	LCD, Projector, Laptop, MSOffice Suite, various tools and software, computer camera, computer speakers, wi-fi connectivity	50:50
4	☒Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	Computer systems for all students, printers, wi-fi connectivity	50:50
5	☒Tutorials/ Assignments/ Drill/ Practice	Learning management system	0:100
6	☒Proctored Monitoring/ Assessment/ Evaluation/ Examinations	Online assessment portals, tablet for each student	0:100
7	☒On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	Access to industry partner in relevant field	100:0

Annexure 6: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Prepare digital textual content	**1. Identify digital textual content requirements** 1.1. Gather the content production requirements from the authorized personnel as per organizational norms. 1.2. Determine the objective of the content and elements required in the content 1.3. Determine the needs and viewpoints of the target users and audience using various user data. 1.4. Obtain organizational templates and style manuals to maintain content uniformity and help with content production. 1.5. Identify digital media-related compliances and regulations to be observed 1.6. Evaluate platform capabilities and constraints to guide content production.	10	25		

	1.7. Analyze how the material is to be used on internal and external platforms to guide content creation and facilitate cross-platform usability. 1.8. Get the organization and product information needed for content production.				
	2. Develop textual content using appropriate digital tools 2.1. Schedule content creation to coincide with organizational branding and marketing initiatives 2.2. Source text-based content materials that may be incorporated and referenced 2.3. Fill in the perceived information gaps in text-based materials using various supplementary sources. 2.4. Evaluate and choose the most suitable content ideas and writing styles in consultation with the right personnel. 2.5. Come up with various ideas relevant to the objective of the content to be created. 2.6. Organize content by category, order, and structure to make it simple to read and navigate. 2.7. Write content using principles and best practices of effective communication. 2.8. Use the writing tools appropriate for the content's purpose while creating material. Writing tools: Word processor like MS Word, Presentation Software like MS PowerPoint, publishing software like InDesign, eLearning software like Articulate storyline, Elucidate, HTML forms like Google forms, etc. 2.9. Include necessary citations and references 2.10. Check for plagiarism using online tools 2.11. Arrange for copyright clearances as necessary 2.12. Use presentation, formatting and interaction techniques to make the content engaging and easier to understand while conveying the intended information. 2.13. Edit and rewrite text until it satisfies the requirements and criteria for language accuracy and target audience engagement. 2.14. Check textual material for errors and run readability tests, if necessary. 2.15. Distribute the final version of content to the appropriate personnel for review, evaluation and consideration. 2.16. Gather feedback from relevant people and modify the content. 2.17. Submit the textual content within the time agreed by organizational guidelines.	20	45		
	Total Marks	**30**	**70**		
Develop audio and visual content using appropriate tools	**3. Identify audio and visual digital content requirements** 3.1. Gather audio-visual digital content requirements for the organization, target audience profiling, resources available and constraints. 3.2. Obtain organizational templates and style manuals to maintain content uniformity and help with content production. 3.3. Determine platform capabilities and constraints to guide content production.	10	25		

	3.4. Analyze how the material is used on internal and external platforms to guide content creation and facilitate cross-platform usability. 3.5. Identify digital media-related compliances and regulations to be observed				
	4. Develop audio and visual digital content 4.1. Source audio and visual content that appeals to the target audience and fits the requirement, organization's logo, style guide, and marketing strategy received from authorized sources. Authorized sources: organization-approved graphics; audio video from the production team; free online sources of images, graphics, audio and video; etc. 4.2. Edit audio and visual material to produce attractive and high-quality material using media editing tools like Photoshop, Canva, and Video Editors like Adobe Premiere Pro, Final Cut Pro, AVID media composer, etc. 4.3. Provide captions, sub-titles or descriptions ensuring relevancy, accuracy and SEO optimization 4.4. Embed the audio and visual content in the overall content seeking maximum impact and effective utilization of space and size. 4.5. Ensure that audio and visual representations are error-free as per the requirements. 4.6. Send the updated audio and visual content to stakeholders for review and consideration. 4.7. Consider the feedback from relevant parties and make changes where necessary. 4.8. Send information by the deadline established by organizational policies.	20	45		
	Total Marks	**30**	**70**		
Review digital content	**5. Identify requirements** 5.1. Gather information about review requirements 5.2. Define stakeholders to be consulted with 5.3. Obtain the scope of work and review guidelines from stakeholders 5.4. Establish review goals, processes and timelines 5.5. Identify digital media-related compliances and regulations to be observed 5.6. Identify content objectives, outline and sequence 5.7. Obtain guidelines with respect to technical and creative quality standards including appearance, language, format and templates, etc. 5.8. Identify limitations of the software and personnel as well as the organizational constraints with respect to the content development and editing 5.9. Create a checklist for reviewing the content that covers all aspects to be reviewed and get it approved by authorised personnel	**5**	**10**		
	6. Prepare for review 6.1. Receive content from authorised sources	**8**	**18**		

	6.2. Ensure currency of version and receipt of complete content 6.3. Ensure availability of standard web browser, applications or software required to view the content in the form it will be visible to the target audience 6.4. Agree with the content writer/editor on the mode, format and template in which the review findings and feedback are to be shared 6.5. Create a review strategy to ensure adherence to all review objectives, guidelines, timelines and standards 6.6. Take a backup of the entire content before initiating the review				
	7. Conduct review 7.1. Review online content using an industry-standard web browser or application to check layout, appearance and accessibility requirements are met 7.2. Proof-read digital content to identify any errors with respect to language, format and template as per standards 7.3. Check adherence to branding and messaging guidelines across the content 7.4. Identify gaps and inadequacies in the content by evaluating the content based on the content outline and objectives 7.5. Follow protocols for ensuring the accuracy and authenticity of information 7.6. Check for superseded and inaccurate information and suggest current information and additional material in accordance with organisational requirements 7.7. Check and identify plagiarized content using digital tools 7.8. Analyse the efficiency of content in achieving its purpose using digital tools for analytics 7.9. Seek clarifications when in doubt from authorised personnel and document it with the review guidelines	**12**	**27**		
	8. Share review 8.1. Compile and organise the findings and feedback in the template and format agreed upon 8.2. Share the compiled report of the findings and feedback to the authorised personnel within the agreed timelines 8.3. Provide clarifications, where required, to the content writer/editor and other stakeholders in a manner and format that they will find easy to understand 8.4. Archive the materials as per organisational standard operating procedures	**5**	**15**		
	Total Marks	**30**	**70**		
Publish digital content	**9. Prepare to publish digital content** 9.1. Plan digital web content needs to meet requirements 9.2. Design web page layouts to host content as specified	**5**	**10**		

	9.3. Select and install appropriate software to publish online digital content				
	10. Carry out the publishing of digital content 10.1. Enter, edit and format web text content to meet requirements 10.2. Select and insert specified digital media asset files to web pages 10.3. Use an approved file extension scheme to upload materials to digital sites 10.4. Export video files in compatible sizes, formats and frame rates to meet production requirements 10.5. Upload video to final destination with applicable metadata according to production requirements	**8**	**18**		
	11. Verify the published content and rectify errors 11.1. Ensure that content is logically organized and presented in an eye-catching way to enhance user experience 11.2. Verify the uploaded materials in closed contention mode 11.3. Check for Sharable Content Object Reference Model (SCORM) compliance by testing the published materials on various gadgets and platforms 11.4. Make necessary adjustments to rectify errors and shortcomings	**12**	**27**		
	12. Carry out the necessary documentation 12.1. Keep content history on file by archiving it and ensuring version control is used. 12.2. Ensure content is backed up and stored securely for future reference.	**5**	**15**		
	Total Marks	**30**	**70**		
Work as per plan	**13. Prepare a work plan** 13.1. Discuss and agree on the objectives and scope of the work with sponsors and stakeholders 13.2. Confirm the available resources and constraints with the sponsors and stakeholders 13.3. Develop a work plan 13.4. Agree on the work plan with sponsors and stakeholders, making changes, where necessary 13.5. Brief team members on the final work plan and their roles and responsibilities	**25**	**25**		
	14. Implement a work plan	**25**	**25**		

	14.1. Carry out work in line with the requirements and priorities of the plan 14.2. Implement processes and resources to manage potential risks arising from the work and deal with contingencies 14.3. Apply work tools and techniques to monitor, control and review progress 14.4. Communicate the progress and results of the work and its different stages to colleagues and stakeholders 14.5. Change the work plan to respond to problems encountered or changes to organisational objectives 14.6. Deliver objectives on time and within budget 14.7. Confirm satisfactory completion of the work with the sponsor and any key stakeholders 14.8. Evaluate the success of the work, identifying the lessons that can be learned and shared				
	Total Marks	**50**	**50**		
Maintain health and safety in a workplace	**15. Maintain good health and hygiene** 15.1. Maintain workplace cleanliness 15.2. Maintain personal cleanliness and hygiene such as sanitizing hands at regular intervals and wearing clean clothes. 15.3. Monitor sanitization of mobile phones, computers, laptops and their accessories at regular intervals. 15.4. Ensure the team is adhering to good cleanliness and hygiene practices 15.5. Ensure that your desk and workspace are cleaned and organised regularly. 15.6. Manage workstation ergonomic risks by taking care of the chair and desk design, height, support and adjustability, monitor size, positioning, height and visibility, keyboard and mouse height, positioning and arm or wrist posture, etc. 15.7. Take measures to avoid strain on the eyes or body due to extended sitting and computer viewing hours. 15.8. Implement and adhere to fatigue management techniques 15.9. Follow your organisation's procedures for promoting mental health and well-being 15.10. Identify and address workplace health hazards related to injury, food, air and infectious disease within the scope of your role and report any unresolved hazards that may affect the health of self and others.	**16**	**16**		
	16. Implement safety measures	**16**	**16**		

	16.1. Identify safety hazards in remote, home and office environments work 16.2. Provide information about risks and hazards to colleagues responsible for health and safety 16.3. Implement measures to protect from physical hazards, electrical hazards, fire hazards, hazardous materials, and bio-hazards. 16.4. Select, use and maintain personal protective equipment and clothing appropriate to working long hours on the computer or laptop in closed AC offices 16.5. Follow safety signs and symbols to prevent accidents				
	17. Respond to an emergency 17.1. Identify standard procedures for dealing with accidents, fires, natural disasters and medical emergencies 17.2. Take measures specified by the organisation for loss minimization and personnel and asset protection 17.3. Organise and participate in emergency and fire drills and training 17.4. Use emergency equipment in accordance with manufacturers' specifications and workplace requirements. 17.5. Recognise the need for first aid response. 17.6. Provide basic first aid. 17.7. Seek assistance from emergency services. 17.8. Accurately convey incident details to emergency services. 17.9. Report details of the incident in line with appropriate workplace or site procedures.	**10**	**10**		
	18. Implement effective waste management and recycling practices at the workplace 18.1. Identify and segregate recyclable, non-recyclable and hazardous waste at the workplace 18.2. Segregate waste into different coloured dustbins 18.3. Handle waste as per SOP 18.4. Recycle waste wherever applicable 18.5. Dispose of PPEs in a plastic bag, sealed and labelled as infectious waste	**8**	**8**		
	Total Marks	**50**	**50**		
Employability Skills	**19.** Introduction to Employability skills	**9**			
	20. Constitutional values	**8**			
	21. Becoming a professional in the 21st century	**9**			
	22. Basic English skills	**8**			

	23. Career development and goal setting	**8**			
	24. Communication skills	**9**			
	25. Diversity and inclusion	**8**			
	26. Financial and legal literacy	**8**			
	27. Essential digital skills	**8**			
	28. Entrepreneurship	**9**			
	29. Customer service	**8**			
	30. Getting ready for apprenticeship and job	**8**			
	Total Marks	**100**			
Grand Total					

Annexure 7: Assessment Strategy

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

Mention the detailed assessment strategy in the provided template.

1. Assessment System Overview:
   - Batches assigned to the assessment agencies for conducting the assessment on SIP or email
   - Assessment agencies send the assessment confirmation to VTP/TC looping SSC
   - Assessment agency deploys the ToA certified Assessor for executing the assessment
   - SSC monitors the assessment process & records
2. Testing Environment:
   - Check the Assessment location, date and time
   - If the batch size is more than 30, then there should be 2 Assessors.
   - Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
3. Assessment Quality Assurance levels/Framework:
   - Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
   - Questions are mapped to the specified assessment criteria
   - Assessor must be ToA certified & trainer must be ToT Certified
4. Types of evidence or evidence-gathering protocol:
   - Time-stamped & geotagged reporting of the assessor from assessment location
   - Centre photographs with signboards and scheme specific branding
5. Method of verification or validation:
   - Surprise visit to the assessment location

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6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module (which covers the job profile of digital content developer will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
   - Videos of Trainees during OJT
   -
4. Assessment of each Module will ensure that the candidate is able to:

- Effective engagement with the customers
- Understand the working of various tools and equipment
- .....>

Annexure 8: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
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 on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf

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