

<b>NSDA Code</b> <b>2020/ITES/DGT/03710</b>
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**CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE**

Directorate General of Training (DGT)  
Government of India, Ministry of Skill Development and Entrepreneurship,  
1st and 2nd Floor, CIRTES Building  
Next to Pusa ITI, Pusa Campus  
New Delhi – 110012.

**Name and address of submitting body:**

Directorate General of Training (DGT)  
Government of India, Ministry of Skill Development and Entrepreneurship,  
1st and 2nd Floor, CIRTES Building  
Next to Pusa ITI, Pusa Campus  
New Delhi – 110012.

**Name and contact details of individual dealing with the submission**

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**List of documents submitted in support of the Qualifications File**

1. Competency-based curriculum with following details:

Model Curriculum to be added which will include the following:

1. Indicative list of tools/equipment to conduct the training: Enclosed with curriculum
2. Trainers qualification: Indicated in the curriculum
3. Lesson Plan: All DGT curricula are designed indicating specific practical to be carried out during training along with details of trade theory. Based on this the

concerned instructor prepares the Lesson Plan and demonstration plan with support of IMPs developed by NIMI, DGT.

4. Distribution of training duration into theory/practical/OJT component: Indicated in the curriculum.
2. Curriculum for Core Skills (Employability Skills).

NSQC Approved

**5. SUMMARY**

1	<b>Qualification Title</b>	<b>'DESKTOP PUBLISHING OPERATOR (FOR VISUALLY IMPAIRED)'</b>
2	<b>Qualification Code, if any</b>	<b>DGT/1111</b>
3	<b>NCO code and occupation</b>	3512.0200 - Desktop Publishing Operator
4	<b>Nature and purpose of the qualification (Please specify whether qualification is short term or long term)</b>	<p>Prepare skilled craftsman to undertake the job roles of Desktop Publishing Operator (for Visually Impaired) and will enable the trainee to lay out pages, select size and style of type, and entertext and graphics into computer to produce printed materials, such as advertisements, brochures etc.</p> <p>It is long term qualification.</p>
5	<b>Body/bodies which will award the qualification</b>	Directorate General of Training (DGT).
6	<b>Body which will accredit providers to offer courses leading to the qualification</b>	Directorate General of Training (DGT) accredits the Training providers (ITIs/ NSTIs/MSTIs/BTCs/BTPs / Industries / Establishments).
7	<b>Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)</b>	<p>Yes.</p> <p>The accreditation/ affiliation norms and any amendments made from time to time are available on DGT web portal.</p>
8	<b>Occupation(s) to which the qualification gives access</b>	<ul style="list-style-type: none"> <li>3512.0200 - Desktop Publishing Operator</li> </ul>
9	<b>Job description of the occupation</b>	The individual reviews layout and customer order. Enters text into computer, using input device such as mouse, keyboard, scanner, or modem. Scans artwork, using optical scanner which changes image into computer-readable form. Enters commands to position text and illustrations on page grid of computer monitor. etc.
10	<b>Licensing requirements</b>	NOT REQUIRED
11	<b>Statutory and Regulatory</b>	NOT APPLICABLE

	<b>requirement of the relevant sector (documentary evidence to be provided)</b>			
<b>12</b>	<b>Level of the qualification in the NSQF</b>	Level 3		
<b>13</b>	<b>Anticipated volume of training/learning required to complete the qualification</b>	<b>Sl. No.</b>	<b>Course Element</b>	<b>Notional Training Hours</b>
		1	Professional Skill (Trade Practical)	1200
		2	Professional Knowledge (Trade Theory)	240
		3	Employability Skills	160
			Total	1600
<b>14</b>	<b>Indicative list of training tools required to deliver this qualification</b>	As per Annexure I of curriculum.		
<b>15</b>	<b>Entry requirements and/or recommendations and minimum age</b>	<p>Passed 10th class examination (Candidate should be visually impaired).</p> <p>Minimum age 14 years as on first day of academic session.</p>		
<b>16</b>	<b>Progression from the qualification (Please show Professional and academic progression)</b>	An Individual can proceed for:		
		Professional <ul style="list-style-type: none"> <li>• Craftsman</li> <li>• Senior Craftsman</li> <li>• Supervisor</li> <li>• Manager</li> <li>• Entrepreneur</li> </ul>	Technical / Academic <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">                         ATS          Diploma/                          CITS         Advance                          Diploma                          (Vocational)                     </div>	
<b>17</b>	<b>Arrangements for the Recognition of Prior learning (RPL)</b>	<ul style="list-style-type: none"> <li>• Yes (For more details refer “Guidelines for Private candidate” in DGT website MIS portal).</li> </ul>		
<b>18</b>	<b>International comparability where known (research evidence to be provided)</b>	-		
<b>19</b>	<b>Date of planned review of the qualification.</b>	5 Yrs. from the Date of Approval		

20	Formal structure of the qualification  Mandatory components	Estimated size (learning hours)		Level
		Title of component and identification code/NOSs/ Learning Outcomes	Skills	
<b>TRADE SPECIFIC</b>				
(i)	Install and set up operating system and related software in a computer following safety precautions.	90	18	3
(ii)	Create, format, edit text file, document file and BMP file by using different Accessories of Windows.	30	6	3
(iii)	Create, edit, format and enhance document using word processing application software.	120	24	3
(iv)	Introduce the Networking concept including sharing of different resources, use of Internet, accessing/ browsing, downloading and e-mailing.	30	6	3
(v)	Create, format, edit and different publication using publication software Adobe PageMaker.	180	36	3
(vi)	Create, edit, format and develop publication using Quark Xpress application software.	150	30	3
(vii)	Install and setup scanner and scanning the documents and images.	30	6	3
(viii)	Create, format, edit and develop images using Adobe Photoshop software.	150	30	3
(ix)	Draw, edit, format and develop graphics design using Corel draw application software.	150	30	3

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(x)	Create, edit, format and develop page combining text and graphics using page makeup Adobe In Design application software.	150	30	3
(xi)	Create, edit and format, different types of publication using bilingual software.	60	12	3
(xii)	Printing, binding and publishing to form a full-fledged book format	60	12	3
<b>CORE SKILL</b>				
<b>EMPLOYABILITY SKILLS</b>				
(i)	Apply safe working practices.	-	20	3
(ii)	Comply with environment regulation and housekeeping.	-	20	3
(iii)	Interpret & use formal and technical communication.	-	20	3
(iv)	Apply the concept in productivity & quality management in day to day work to improve productivity & quality.	-	20	3
(v)	List and interpret various acts of labour welfare legislation.	-	20	3
(vi)	Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources.	-	20	3
(vii)	Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal & societal growth.	-	20	3
(viii)	Utilize basic computer applications and internet to take benefit of IT developments in the industry.	-	20	3
	<b>Total</b>		<b>1600</b>	

**SECTION 1**  
**ASSESSMENT**

<b>21</b>	<b>Body/Bodies which will carry out assessment:</b> Controller of Examinations, DGT
<b>22</b>	<b>How will RPL assessment be managed and who will carry it out?</b> DGT will carry out the RPL assessment following the below mentioned eligibility criteria for Trainee: Applicants aspiring to appear as Private Candidates in the AITT under CTS for award of NTC, have been categorized based on their educational background and experience. Subsequently 'Private Candidates' may be admitted under one of the following categories. Category wise 'eligibility criteria' for appearing as 'Private Candidate' in AITT under CTS has been listed below: Category I: Ex-trainees (successful pass-outs) of ITI A. Ex-trainees of ITI who already possess NTC in one of the trades under CTS, are eligible for applying as Private candidate for an allied trade, provided he/ she fulfils all the conditions regarding educational qualification etc. prescribed for that allied trade. B. In addition, the applicant should possess minimum of 1 year experience (as on date of submission of application) post the date of AITT result declaration in the desired allied trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State.  Category II: 'Ex-trainees (successful pass-outs) and current trainees under CoE scheme A. The applicant should have the minimum prescribed entry qualification and should fulfil eligibility criteria for the desired trade under CTS, in which he/she intends to appear for AITT as Private Candidate. CoE candidates must register as 'Private Candidate' under CTS in the relevant/mapped CTS trade only. B. There should be a minimum gap of 1 year between successful completions of CoE training i.e. from the date of result declaration to the date of submission of application for 'Private Candidate' certification. C. During this gap of 1 year, the candidate must have undergone Industry training or gained experience in desired trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities

	<p>registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State.</p> <p>Category III: SCVT Candidates (admitted till August 2018 session)</p> <p>A. No special provisions have been made for SCVT Trainees to enrol as 'Private Candidate'. Going forward, SCVT trainees have been granted equivalence vide G.S.R 186(E) dated 2nd March 2017 for undergoing apprenticeship training under the Apprentices Act 1961 to obtain 'NAC'.</p> <p>B. Only for SCVT trainees admitted till August 2018 batch, provision has been made for obtaining NTC by appearing in AITT under 'Private Candidate'. Such trainees will continue to be governed by old guidelines for 'Private Candidate'.</p> <p>Category IV: Other Candidates (candidate not falling in any of the above 3 categories, including SCVT trainees enrolled from admission session 2019 onwards)</p> <p>A. The applicant should have the minimum prescribed entry qualification and should fulfil eligibility criteria for the relevant trade under CTS, in which he/she desires to appear for AITT as Private Candidate.</p> <p>B. Applicant should be minimum 21 years of age on the date of submission of application. There is no upper age limit.</p> <p>C. The applicant should possess minimum of 3 years' experience (on the date of submission of application) in the relevant trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State.</p> <p>For detail and updated information please refer to DGT web portal.</p>
23	<p><b>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</b></p> <p><b>(1) Assessment process:</b></p> <p>The assessment for the qualification is carried out by conducting formative assessments, and end of year examinations (Summative). The formative assessments in respect of each Learning Outcome for practical and related theory are conducted by the concerned instructors for evaluating the</p>



knowledge and skill acquired by trainees and the behavioural transformation of the trainees. This formative assessment is primarily carried out by collecting evidence of competence gained by the trainees by evaluating them at work based on assessment criteria, asking questions and initiating formative discussions to assess understanding and by evaluating records and reports. Summative assessment is carried out by All India Trade Test on Trade Theory, Trade practical and Employability Skills. The question papers for the theory Examinations contain objective type questions.

The marking pattern and distribution of marks for the qualification are as under:

Marking Pattern			
Sl. No.	Type of Assessment	Subject for the Trade Test	Marks
1	Summative Assessment	Practical	250
2		Trade Theory	100
3		Employability Skills	50
4	Formative assessment based on Learning Outcomes		200
TOTAL:			600

**(2) Minimum pass marks:**

The minimum pass percent for Trade Practical and Formative assessment is 60% & for all other subjects is 33%. There will be no Grace marks.

**Testing and certifications for the course:**

Controller of examinations, DGT carries out the assessment and issues National Trade Certificate (NTC) following the norms and guidelines issued by the Directorate from time to time.

**Overall assessment strategy:**

Assessment of the qualification evaluates trainees to show that they can integrate knowledge, skills and values for carrying out relevant tasks as per

the defined learning outcomes and assessment criteria. The trainees may choose the preferred language for assessment. The underlying principle of assessment is fairness and transparency. While assessing the trainee, assessor is directed to assess as per the defined assessment criteria against the learning outcomes. The evidence of the competence acquired by the trainees can be obtained by conducting theory and practical examinations, observing the trainees at work, asking questions and initiating discussions to assess, understand and evaluate records and reports. The ultimate objective of the assessment is to assess the candidates as per the defined assessment criteria for the learning outcomes.

**Specific Arrangements for assessment:**

- Assessment is outcome-based.
- There are formative and summative assessments in Theory and Practical.
- Assessment is carried out in Trade theory, Trade Practical and Employability Skills.
- While Trade Theory and Trade Practical are used for assessing Trade-related jobs and Employability skills is used to test the communication, professional language, leadership, entrepreneurship and team-work abilities of the trainee.
- In addition to demonstration of theory and practical knowledge, trainees get a chance to present total personality.

**Quality assurance activities:**

Question papers are set by external paper setters/ software generated.  
 Evaluation of Theory Examinations in Trade and Employability Skill is done by third-party agency.  
 Trade Practical is examined by External Examiner.

**24. Assessment evidences**

**Title of Component: Formative Assessment Breakup**

(on half yearly average of the learning assessment covered)

<b>Means of assessment</b>		
Assessment will be evidence based comprising the following for each Learning Outcome:		
<b>Serial No.</b>	<b>Terminal Competency</b>	<b>Maximum Weightage</b>

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		(%)
1	Safety consciousness	15
2	Workplace hygiene	5
3	Attendance/ Punctuality	10
4	Ability to follow Manuals/ Written instructions	5
5	Application of Knowledge	10
6	Skills to handle tools / equipment/ Instruments/ Devices	10
7	Economical use of materials	5
8	Working Strategy	10
9	Quality in workmanship/ Performance	15
10	VIVA	15
	Total Maximum Weightage (%)	100

**Pass/Fail**  
The minimum pass percentage is 60% marks for formative assessment.

**LEARNING OUTCOME WITH ASSESSMENT CRITERIA:**

<b>LEARNING OUTCOME (TRADE SPECIFIC)</b>	
<b>LEARNING OUTCOME</b>	<b>ASSESSMENT CRITERIA</b>
1. Install and setup operating system and related software in a computer following safety precautions.	Identify different parts of computer and attached different input and output devices with the system.
	Install and configure Windows OS and application software.
	Manipulate folder/files.
	Use printer, scanner and their peripheral devices.
	Burn CD/DVD.
	Identify different icons of Windows and use the icons to operate the machine.
	Customize Windows by using control panel.
2. Create, format, edit text file, document file and BMP file by using different accessories in Windows.	Create text file by Notepad and edit file by using different menu.
	Create Document file in Word and edit and format it by different tools.
	Draw basic symbols by using MS-Paint and control mouse.
3. Create, edit, format and enhance document using word processing application software.	Identify Word tools in the ribbon.
	Create a resume using various tools.
	Design and print magazine covers using various tools.
	Demonstrate the use of shortcut keys, autocorrect and macros.
	Perform Mail merge in MS Word.
	Practice typing using open source typing tutor.
4. Introduce the Networking concept including sharing of different resources including Use of Internet Accessing / browsing including downloading and e-mailing.	Share a printer with Network.
	Share data and file among different nodes.
	Practice web browsing, create email id, and sending-receiving mails with attachment.
	Perform text chat and video chat using social network sites.
	Download relevant documents, images & font.
5. Create, format, edit and different publication using	Familiarize with basic screen component of Pagemaker.
	Create, saving Pagemaker document.
	Identify tool box and practice different tools.

publication software Adobe Pagemaker.	Formatting character and paragraph like changing in font style, size, tab stop, indent, leading, kerning, tracking by using character view of control pallet within story layout.
	Create a Table by using Table Editor.
	Use colour palette and create, edit and remove colours from the palette.
	Insert importable file within document and also establish a link. Insert/ draw graphics, crop it and wrapping text around graphics.
	Introduce master page and insert page number, column guide using master page.
	Export a graphic/ text from Pagemaker to other format.
	Create a book containing table of contents, index, page number.
	Print the publication by choosing odd pages, even pages, proof, reverse printing, composite colour, 4 colour separation using laser printer.
6. Create, edit, format and develop publication using Quark Xpress application software.	Create new publication using existing layout, and save it.
	Draw graphics by using different tools available in tool box.
	Apply colour to the object by creating own solid, blended colours.
	Group/ ungroup, lock / unlock objects and wrapping text around the object.
	Create threaded text by linking and also unthreading it by unlinking.
	Create table and also manipulate table.
	Design a Newsletter in Demi/ Tabloid size paper.
	Import and linking text and graphics within document and also exporting text and graphics from Quark Xpress to PDF and other web layout format.
	Design a magazine cover using graphics and images, and separate the above magazine cover in CYMK colour modes and generate in EPS and PDF and print it separately.
7. Install and setup scanner and scanning the documents and images.	Install scanner and driver.
	Scan picture, line drawing and document and store it as a digital file.
	Adjust different scanner properties.
	Make Optical Character Recognition document.

8. Create, format, edit and develop images using Adobe Photoshop Software.	Configure Application software – Photo Shop.
	Identify interface, palettes and tool bars.
	Create and edit bitmap images.
	Crop and transform images by appropriate tools.
	Retouch a damaged photograph by using layers.
	Make multiple passport size photographs by using Action button.
	Prepare a cut-out of a given photograph and change its background and colours.
9. Draw, edit, format and develop graphic design using Corel Draw application Software.	Configure Application software – Corel Draw
	Identify interface, palettes and tool bars.
	Draw an illustration/ sketch using different tools.
	Design the sketch of ‘cup and plate.’
	Design an advertisement using Artistic text and extrude tools.
	Design the cover page of a given magazine.
	Design a suitable logo for ‘Skill Development.’
	Print all the above work outcomes.
10. Create, edit, format and develop page combining text and graphics using Adobe In Design application software.	Install and configure application software – InDesign.
	Identify page, palettes, guides, rulers and tools.
	Design a ‘Calendar.’
	Design a three-fold ‘Brochure’ with columns.
	Design an advertisement.
	Design a wedding card using symbols and graphics.
	Print all the above work outcomes.
11. Create, edit and format different types of publication using bilingual software.	Install and configure a multilingual software package.
	Configure and demonstrate toggle keys to: (i) switch between scripts (ii) switch between keyboard overlays
	Design a question paper in any regional language script.
	Print the above work outcome.
12. Printing, binding and publishing to form a full-fledged book format.	Install new printer and check/ change different printer properties. Take the printout simplex, duplex mode.
	Configure advanced print features.
	Bind the printed papers into book form by using spiral or comb binding machine.

<b>LEARNING OUTCOME (CORE SKILL)</b>	
<b>LEARNING OUTCOME</b>	<b>ASSESSMENT CRITERIA</b>
<b>EMPLOYABILITY SKILLS</b>	
1. Apply safe working practices	Follow and maintain procedures to achieve a safe working environment in line with occupational health and safety regulations and requirements and according to site policy.
	Recognize and report all unsafe situations according to site policy.
	Identify and take necessary precautions on fire and safety hazards and report according to site policy and procedures.
	Identify, handle and store / dispose off dangerous goods and substances according to site policy and procedures following safety regulations and

	requirements.
	Identify and observe site policies and procedures in regard to illness or accident.
	Identify safety alarms accurately.
	Report supervisor/ Competent of authority in the event of accident or sickness of any staff and record accident details correctly according to site accident/injury procedures.
	Identify and observe site evacuation procedures according to site policy.
	Identify Personal Protective Equipment (PPE) and use the same as per related working environment.
	Identify basic first aid and use them under different circumstances.
	Identify different fire extinguisher and use the same as per requirement.
2. Comply with environment regulation and housekeeping	Identify environmental pollution & contribute to the avoidance of instances of environmental pollution.
	Deploy environmental protection legislation & regulations
	Take opportunities to use energy and materials in an environmentally friendly manner.
	Avoid waste and dispose waste as per procedure
	Recognize different components of 5S and apply the same in the working environment.
3. Interpret & use formal and technical communication.	Obtain sources of information and recognize information.
	Use and draw up technical drawings and documents.
	Use documents and technical regulations and occupationally related provisions.
	Conduct appropriate and target oriented discussions with higher authority and within the team.
	Present facts and circumstances, possible solutions & use English special terminology.
	Resolve disputes within the team.
	Conduct written communication.
4. Apply the concept in productivity & quality	Explain the concept of productivity and apply during execution of job.



management in day to day work to improve productivity & quality.	Explain the concept of quality tools and apply during execution of job.
5. List and interpret various acts of labour welfare legislation.	Explain basic concept of labour welfare legislation, adhere to responsibilities and remain sensitive towards such laws. Knows benefits guaranteed under various acts.
6. Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources.	Explain the concept of energy conservation, global warming, pollution and utilize the available resources optimally & remain sensitive to avoid environment pollution. Explain standard procedure for disposal of waste.
7. Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal & societal growth.	Explain personnel finance and entrepreneurship. Explain role of various schemes and institutes for self-employment i.e. DIC, SIDA, SISI, NSIC, SIDO, Idea for financing/ non-financing support agencies to familiarize with the policies/ programmes, procedure & the available scheme. Prepare a report to become an entrepreneur for submission to financial institutions.
8. Utilize basic computer applications and internet to take benefit of IT developments in the industry.	Explain the basic hardware of personal computer. Use common application software viz., word, excel, power point etc., in day to day work. Awareness about useful internet websites, search relevant information pertaining to the assigned tasks.

**SECTION 2**

**25. EVIDENCE OF LEVEL**

**OPTION A**

<b>Title/Name of qualification/component: Desktop Publishing Operator (for Visually Impaired)</b>			<b>Level: 3</b>
<b>NSQF Domain</b>	<b>Outcomes of the Qualification/Component</b>	<b>How the outcomes relates to the NSQF level descriptors</b>	<b>NSQF Level</b>
Process	<p><b>Requires limited range of activities, routine &amp; predictable</b></p> <ul style="list-style-type: none"> <li>• Create, format, edit and develop images using Adobe Photoshop software.</li> <li>• Draw, edit, format and develop graphics design using Corel draw application software.</li> <li>• Create, edit, format and develop page combining text and graphics using page makeup Adobe In Design application software</li> </ul>	<p>In all the learning outcomes for example 'Draw, edit, format and develop graphics design using Corel draw application software.', 'Create, edit, format and develop page combining text and graphics using page makeup Adobe In Design application software.' the learner will be required to choose appropriate products, equipments, procedures as per the requirement of the job. The above tasks require limited range of activities which are routine type &amp; predictable to achieve the tolerance level and accuracy demanded as per the job.</p> <p>Thus the NSQF level as per this descriptor will be 3.</p>	3
Professional knowledge	<b>Knowledge of Basic facts, process and principle applied in trade of employment</b>	The learner is expected to possess the basic knowledge about client server, peer to peer	3

Title/Name of qualification/component: Desktop Publishing Operator (for Visually Impaired)		Level: 3	
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> <li>Networking Concepts -Introduction to Computer Networks, necessity and advantages.</li> <li>Publication Software: -Define different type of publication like newspaper, magazine, books, newsletters etc.</li> <li>Page layout software:- Different type of page layout; Introduction to Quark Xpress</li> </ul>	<p>networking concepts, network topologies, network components (Modem, hub, switch, router), wireless network, Bluetooth technology etc.</p> <p>He/she should also know about applications of Adobe PageMaker, usage of Quark Xpress, graphics drawing, resolutions, principle of scanning, types of scanneretc.</p> <p>The above knowledge possessed by the learner are the basic facts, process and principles applied in this trade of employment.</p> <p>Hence NSQF Level 3 is justified for this Descriptor.</p>	
Professional skill	<ul style="list-style-type: none"> <li>Create, edit and format, different types of publication using bilingual software.</li> <li>Printing, binding and publishing to form a full-fledged book format.</li> </ul>	<p>The learner is expected to install and configure multilingual software package, configure and demonstrate toggle keys etc. He/she is able to install new printer, configure advanced print features, install scanner, adjust scanner properties, scan pictures, line drawings etc.</p>	3

Title/Name of qualification/component: Desktop Publishing Operator (for Visually Impaired)		Level: 3	
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> <li>Install and setup scanner and scanning the documents and images.</li> </ul>	<p>In order to perform the above tasks the learner is expected to recall &amp; demonstrate practical skills which are routine &amp; repetitive in narrow range of application.</p> <p>Hence NSQF Level 3 is justified for this descriptor.</p>	
Core skill	<p><b>Communication written and oral, with minimum required clarity</b></p> <ul style="list-style-type: none"> <li>Interpret &amp; use formal and technical communication.</li> </ul> <p><b>Basic Arithmetic and algebraic principles</b></p> <ul style="list-style-type: none"> <li>Explain science in the field of study including simple machine.</li> </ul> <p><b>Understanding of social/political</b></p> <ul style="list-style-type: none"> <li>Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal &amp; societal growth.</li> </ul>	<p>The learner is able to communicate orally &amp; in written using simple English language, has active listening skills. Works as a team player and able to explain technical terms with minimum required clarity. The learner is able to perform basic mathematical calculations like addition, subtraction, multiplication etc. He/she is able to perform the job complying environment regulation and housekeeping by applying safe working practices. Maintains energy conservation, prevents global warming &amp; pollution by optimally using available resources in day to day work.</p> <p>Hence NSQF Level 3 is justified for this descriptor.</p>	3

<b>Title/Name of qualification/component: Desktop Publishing Operator (for Visually Impaired)</b>		<b>Level: 3</b>	
<b>NSQF Domain</b>	<b>Outcomes of the Qualification/Component</b>	<b>How the outcomes relates to the NSQF level descriptors</b>	<b>NSQF Level</b>
Responsibility	<ul style="list-style-type: none"> <li>• Install and set up operating system and related software in a computer following safety precautions.</li> <li>• Create, format, edit text file, document file and BMP file by using different Accessories of Windows.</li> <li>• Create, edit, format and enhance document using word processing application software.</li> </ul>	<p>The learner is expected to know the appropriate remedial action required for specific defect and thus is responsible for own work within defined limit. He/she is able to follow and perform work assigned to him/her and detect &amp; resolve issues during execution. Thus the learner is responsible for own work. Also demonstrates possible solutions and agree tasks within the team. The learner is able to recognize &amp; comply safe working practices under close supervision of the supervisor.</p> <p>Therefore NSQF Level 3 is justified for this descriptor.</p>	3

**SECTION 3**  
**EVIDENCE OF NEED**

26	<p><b>What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?</b></p> <table border="1" data-bbox="339 555 1390 1697"> <thead> <tr> <th data-bbox="339 555 628 696"><b>Basis</b></th> <th data-bbox="628 555 1390 696"><b>In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="339 696 628 1077">Need of the qualification</td> <td data-bbox="628 696 1390 1077">IT &amp; ITES Sector has a significant presence of organized as well as unorganized skilled manpower requirement. This sector is poised to grow exponentially in the years to come and is highly labor intensive and there are many emerging trends in this sector. Hence the qualification has been designed keeping in view to cater to the ever-increasing demand of skilled manpower in consultation with stakeholders.</td> </tr> <tr> <td data-bbox="339 1077 628 1503">Industry Relevance</td> <td data-bbox="628 1077 1390 1503">The job role defined for the qualification is as per the National Classification of Occupations 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. Moreover, the training is imparted in ITIs/NSTIs/MSTIs/BTC/ BTPs/ Industries / Establishments etc. where such requirement is available. This justifies the qualification is very much relevant for industry.</td> </tr> <tr> <td data-bbox="339 1503 628 1630">Usage of the qualification</td> <td data-bbox="628 1503 1390 1630">The Proposed qualification will create skilled craftsman for various establishments in different Sectors.</td> </tr> <tr> <td data-bbox="339 1630 628 1697">Estimated uptake</td> <td data-bbox="628 1630 1390 1697">The present seating capacity is 48.</td> </tr> </tbody> </table>	<b>Basis</b>	<b>In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</b>	Need of the qualification	IT & ITES Sector has a significant presence of organized as well as unorganized skilled manpower requirement. This sector is poised to grow exponentially in the years to come and is highly labor intensive and there are many emerging trends in this sector. Hence the qualification has been designed keeping in view to cater to the ever-increasing demand of skilled manpower in consultation with stakeholders.	Industry Relevance	The job role defined for the qualification is as per the National Classification of Occupations 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. Moreover, the training is imparted in ITIs/NSTIs/MSTIs/BTC/ BTPs/ Industries / Establishments etc. where such requirement is available. This justifies the qualification is very much relevant for industry.	Usage of the qualification	The Proposed qualification will create skilled craftsman for various establishments in different Sectors.	Estimated uptake	The present seating capacity is 48.
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27	<p><b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences.</b></p> <p>The qualification originally designed for Craftsman Training Scheme is in existence for many years and approved by DGT (Regulatory Body) under Ministry of Skill Development and Entrepreneurship, Govt. of India.</p>										

<p><b>28</b></p>	<p><b>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</b></p> <p>The qualification is originally designed and approved by DGT for the Craftsman Training Scheme and is in existence for many years. No such duplicate qualification of same duration and competencies exists.</p>
<p><b>29</b></p>	<p><b>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here</b></p> <ul style="list-style-type: none"> <li>• The research wing of CSTARI &amp; DGT reviews and updates the qualification, in consultation with industries and other stakeholders, on a regular basis by conducting trade committee meetings.</li> <li>• DGT will monitor any duplicity by comparing existing qualifications with upcoming ones in the National Qualifications Register (NQR) and relevant sectors.</li> </ul>

**SECTION 4**  
**EVIDENCE OF PROGRESSION**

**30** **What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector? Show the career map here to reflect the clear progression**

On completion of the training the trainee will have an opportunity to move in vertical/horizontal pathways to promote to higher designations. The learner can further undergo other specialised courses to excel in the relevant field.

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graph LR
    A[Craftsman] --> B[Senior Craftsman]
    B --> C[Supervisor]
    C --> D[Manager]
    B --> E[Entrepreneur]
  
```

The diagram illustrates a career progression path. It starts with a box labeled 'Craftsman', which has a double-lined arrow pointing to a box labeled 'Senior Craftsman'. From 'Senior Craftsman', a double-lined arrow points to a box labeled 'Supervisor', which in turn has a double-lined arrow pointing to a box labeled 'Manager'. Below the 'Senior Craftsman' box, a vertical line descends to a horizontal line that spans the width of the four boxes above. From the center of this horizontal line, a vertical arrow points down to a box labeled 'Entrepreneur'.