

**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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Position in the organisation: Deputy Director General (C & P)

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

1. Competency-based curriculum (Annexure 1)
2. Advertisements of different organisations for posts relevant to NTC in the trade

**Model Curriculum to be added which will include the following:**

- **Indicative list of tools/equipment to conduct the training:** Enclosed with curricula
- **Trainers qualification:** Indicated in the curriculum
- **Lesson Plan:** All NCVT 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 with support of Reference Books and IMPs developed by DGT.
- **Distribution of training duration into theory/practical/OJT component:** Indicated in the curriculum.

## SUMMARY

1	<b>Qualification Title</b>	“Desktop Publishing Operator(FOR VISUALLY IMPAIRED & OTHER DISABLED)”		
2	<b>Qualification Code, if any</b>	N/A		
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>	National Council for Vocational Training (NCVT) (long term qualification)		
5	<b>Body/bodies which will award the qualification</b>	<b>National Council for Vocational Training (NCVT)</b> affiliates the ITIs as per DGT guidelines issued from time to time.		
6	<b>Body which will accredit providers to offer courses leading to the qualification</b>	<b>National Council for Vocational Training (NCVT)</b> affiliates the ITIs		
7	<b>Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)</b>	Yes. The accreditation/ affiliation norms for all training providers are as per DGT guidelines issued from time to time with approval of NCVT.		
8	<b>Occupation(s) to which the qualification gives access</b>	On successful completion of this course the candidates shall be gainfully employed as: <ul style="list-style-type: none"> <li>• Can join Apprenticeship programme in different types of industries leading to National Apprenticeship Certificate (NAC).</li> <li>• Can join Crafts Instructor Training Scheme (CITS) in the trade for becoming instructor in ITIs.</li> </ul>		
9	<b>Job description of the occupation</b>	<b>Desktop Publishing Operator;</b> typesets text on pages with required style, size and graphics using computer or optical scanners to produce printed materials for the purpose of advertisements, brochures, newsletters and forms.		
10	<b>Licensing requirements</b>	N/A		
11	<b>Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)</b>	N/A		
12	<b>Level of the qualification in the NSQF</b>	Level-3		
13	<b>Anticipated volume of training/learning required to complete the qualification</b>	<b>Sl. No.</b>	<b>Course Element</b>	<b>National Training Hours</b>
		1.	Professional Skill (Trade Practical)	1260

		2.	Professional Knowledge (Trade Theory)	252
		3.	Employability Skills	110
		4.	Library & Extracurricular Activities	58
		5.	Project Work	160
		6.	Revision & Examination	240
			<b>Total</b>	<b>2080</b>
<b>14</b>	<b>Indicative list of training tools required to deliver this qualification</b>	As per Annexure enclosed in the curriculum		
<b>15</b>	<b>Entry requirements and/or recommendations and minimum age</b>	Passed 10 <sup>th</sup> class examination under 10+2 system of education or its equivalent. (Candidate should be of low Vision/ Orthopedically Disabled/ Hearing impaired/ other Disabled)		
<b>16</b>	<b>Progression from the qualification (Please show Professional and academic progression)</b>	<ul style="list-style-type: none"> <li>• Can join Apprenticeship programme in different types of industries leading to National Apprenticeship Certificate (NAC).</li> <li>• Can join Crafts Instructor Training Scheme (CITS) in the trade for becoming instructor in ITIs.</li> </ul>		
<b>17</b>	<b>Arrangements for the Recognition of Prior learning (RPL)</b>	<ol style="list-style-type: none"> <li>1. At present the students who have passed 10th class with minimum 3 years' experience in relevant field can appear for NCVT theory and practical semester examination directly.</li> <li>2. The students who have passed SCVT examination in 'Desktop Publishing Operator' trade can also appear for the NCVT Examination in the relevant semester and Trade directly.</li> </ol>		
<b>18</b>	<b>International comparability where known (research evidence to be provided)</b>	<ol style="list-style-type: none"> <li>1. Existence of any official document suggesting the comparability of the qualification with the qualifications in other countries is not known.</li> <li>2. However, ITI passed out trainees are getting employment in many Gulf countries.</li> </ol>		
<b>19</b>	<b>Date of planned review of the qualification.</b>	January 2023		
<b>20</b>	<b>Formal structure of the qualification</b>  <b>Mandatory components</b>			
	<b>Title of component and identification code/NOSs/Specific Learning</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>	

## NSQF QUALIFICATION FILE

### Desktop Publishing Operator(VI)

	outcomes		
<b>Semester - I</b>			
(i)	Apply safe working practices	20	3
(ii)	Install and set up operating system and related software in a computer.	100	3
(iii)	Create, format, edit text file, document file and BMP file by using different Accessories of Windows.	40	3
(iv)	Create, edit, format and enhance document using word processing application software.	160	3
(v)	Introduce the Networking concept including sharing of different resources, use of Internet, accessing/ browsing, downloading and e-mailing.	40	3
(vi)	Create, format, edit and different publication using publication software Adobe PageMaker.	240	3
(vii)	Create, edit, format and develop publication using Quark Xpress application software.	200	3
(viii)	Install and setup scanner and scanning the documents and images.	40	3
<b>Semester - II</b>			
(ix)	Create, format, edit and develop images using Adobe Photoshop software.	240	3
(x)	Draw, edit, format and develop graphics design using Corel draw application software.	200	3
(xi)	Create, edit, format and develop page combining text and graphics using page makeup Adobe In Design application software.	240	3
(xii)	Create, edit and format, different types of publication using bilingual software.	80	3
(xiii)	Printing, binding and publishing to	80	3

## NSQF QUALIFICATION FILE

### *Desktop Publishing Operator(VI)*

	form a full-fledged book format.		
	<b>Revision, Project work and Examination</b>	<b>400</b>	<b>3</b>
	<b>Sub Total (A)</b>	<b>2080</b>	<b>3</b>
<b>Optional components</b>			
	<b>Title of component and identification code/NOSs/ Learning outcomes</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
	<b>Sub Total (B)</b>		

<b>Total (A+B)</b>	<b>2080</b>	<b>3</b>
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**SECTION 1**  
**ASSESSMENT**

<p><b>21</b></p>	<p><b>Body/Bodies which will carry out assessment:</b> National Council for Vocational Training (NCVT)</p>														
<p><b>22</b></p>	<p><b>How will RPL assessment be managed and who will carry it out?</b></p> <ol style="list-style-type: none"> <li>At present the students who have passed 10th class with minimum 3 years' experience in relevant field can appear for NCVT theory and practical semester examination directly.</li> <li>The students who have passed SCVT examination in '<b>Desktop Publishing Operator (For Visually Impaired)</b>' trade can also appear for the NCVT Examination in the relevant semester and Trade directly. State Directorates advertise in newspapers for informing the prospective candidates and NCVT will carry out the assessment.</li> </ol>														
<p><b>23</b></p>	<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> The assessment for the semester-based qualification is carried out by conducting formative assessments, and end-of-semester examinations. The internal assessments for theory subjects and practical are conducted by the concerned instructors for evaluating the knowledge and skill acquired by trainees and the behavioural transformation of the trainees. This internal 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, and sessional marks are awarded to them. Theory and practical examinations are conducted in Trade theory, and Employability Skills. The question papers for the theory Examinations contain objective type questions. Trade practical examinations are conducted by the respective State Governments. However, the question papers for the Trade practical are prepared by NCVT. The marking pattern and distribution of marks for the qualification are as under:</p> <table border="1" data-bbox="312 1624 1401 1980"> <thead> <tr> <th colspan="3">Marking Pattern</th> </tr> <tr> <th>Sl. No.</th> <th>Subject for the trade test</th> <th>Maximum marks for the each subject</th> </tr> </thead> <tbody> <tr> <td>a)</td> <td>Practical</td> <td>100</td> </tr> <tr> <td>b)</td> <td>Trade Theory</td> <td rowspan="2">80 Objective type Written test of 80 marks (Trade Theory 30 marks &amp; Employability Skills 50 marks)</td> </tr> <tr> <td>c)</td> <td>Employability Skills</td> </tr> </tbody> </table>	Marking Pattern			Sl. No.	Subject for the trade test	Maximum marks for the each subject	a)	Practical	100	b)	Trade Theory	80 Objective type Written test of 80 marks (Trade Theory 30 marks & Employability Skills 50 marks)	c)	Employability Skills
Marking Pattern															
Sl. No.	Subject for the trade test	Maximum marks for the each subject													
a)	Practical	100													
b)	Trade Theory	80 Objective type Written test of 80 marks (Trade Theory 30 marks & Employability Skills 50 marks)													
c)	Employability Skills														

d)	Internal assessment	20
TOTAL:		200

**(2) Minimum pass marks:**  
The minimum pass percentage for practical is 60% & minimum pass percentage of theory subjects is 40%. For the purposes of determining the overall result, 50% weightage is applied to the result of each semester examination.

**(3) Testing and certifications for the course:**

- OMR sheet based question paper.
- A panel of expert paper setters, who are graduates in the concerned field with minimum 5-7 years experience, is prepared for setting question papers for the Trade. The panel is vetted by the Member Secretary, NCVT.
- Paper setters are appointed from the panel after the approval of the competent authority for setting the question paper.
- The question papers are then moderated by the Board of Moderation to see if the paper is set as per the requirement and syllabus.
- The manuscripts of the moderated question papers are sent to Government Printing Presses for printing.
- Printed question papers, packed in sealed covers, are despatched to Banks/Police Stations for keeping in safe custody.
- The question papers are handed over to the Chairman/Principal of the Testing Centre two hours before the commencement of the Examination.
- An Examination Board consisting of representatives of industry/Employer/State Government are set up to supervise and monitor the conduct of Examinations at every Centre.
- Theory and practical Examinations are carried out with invigilators/examiners with the overall supervision of the Examination Board.
- Examiners called for evaluation of practical should have minimum technical qualification of a Diploma in the respective engineering field. However, when diploma holders not available, the qualification is suitably relaxed.
- Examiners for practical Examinations are appointed preferably from Polytechnics/Engineering colleges/Industry of repute. Government Departments or from amongst retired qualified personnel possessing requisite qualifications and sufficient experience in the trade/discipline.
- Each State Directorate prepares a panel of Examiners according to the norms as mentioned above and the Examiners are appointed from the panel.
- Flying squads from State Governments as well as the Central Government are constituted to check malpractices during the conduct of Examinations.
- OMR based answer sheets are evaluated by the third party evaluator only. Third party evaluator is selected for three years by open bidding process.
- Evaluation of every practical examination is carried out by the concerned examiner (from industry/ polytechnics) with the overall supervision of the Examination Board in a free and fair manner as per the assessment criteria.
- Till 2014, the marks were compiled by the State Governments as per NCVT guidelines and the results were declared by the State Governments. At present,

the marks are compiled by NCVT on its portal [www.ncvtmis.gov.in](http://www.ncvtmis.gov.in) and the results are declared by the State Governments.

- The successful trainees are awarded National Trade Certificates.

**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 assessable 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 assessable 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 formative discussions to assess understanding and evaluating records and reports. The ultimate objective of the assessment is to assess the candidates as per the defined assessment criteria for the assessable/ 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
- Evaluation of Theory Examinations is done by third-part agency. Third party evaluator is selected for three years by open bidding process.
- Trade Practical is examined by External Examiner (as explained above).

## ASSESSMENT EVIDENCE

**24. Assessment evidences**

**Title of Component: Desktop Publishing Operator (for Visually Impaired and other disabled)**

**Means of assessment 1**

Assessment will be evidence based comprising the following:

- Job carried out in labs/workshop
- Record book/ daily diary
- Answer sheet of assessment
- Viva-voce
- Progress chart
- Attendance and punctuality
- Assignment
- Project work

**Means of assessment 2**

Add boxes as required.

**Pass/Fail**

The minimum pass percentage is 40% for each Theory Examination and 25% for each part/section of the Examination separately, and 60% marks for each Trade practical Examination.

<b>GENERIC LEARNING/ ASSESSABLE OUTCOME</b>	
<b>LEARNING/ ASSESSABLE OUTCOME</b>	<b>ASSESSMENT CRITERIA</b>
1. Apply safe working practices	1.1 Follow and maintain procedures to achieve a safe working environment in line with occupational health and safety regulations and requirements, and according to policy.
	1.2 Recognize and report all unsafe situations according to policy.
	1.3 Identify and take necessary precautions on fire and safety hazards and report according to work policy and procedures.
	1.4 Identify, handle and store/ dispose-off dangerous goods and

	<p>substances according to policy and procedures following safety regulations and requirements.</p> <p>1.5 Identify and observe policies and procedures with regard to illness or accident.</p> <p>1.6 Identify safety alarms accurately.</p> <p>1.7 Report supervisor/ competent of authority in the event of accident or sickness of any staff and record accident details correctly according to accident/injury procedures.</p> <p>1.8 Identify and observe evacuation procedures according to site policy.</p> <p>1.9 Identify Personal Productive Equipment (PPE) and use the same as per related working environment.</p> <p>1.10 Identify basic first-aid and use them under different circumstances.</p> <p>1.11 Identify different fire extinguisher and use the same as per requirement.</p>
2. Comply with environment regulation and housekeeping	<p>2.1 Identify environmental pollution &amp; contribute to the avoidance of instances of environmental pollution.</p> <p>2.2 Deploy environmental protection legislation &amp; regulations.</p> <p>2.3 Take opportunities to use energy and materials in an environmentally friendly manner.</p> <p>2.4 Avoid waste and dispose waste as per procedure.</p>
3. Assist in exigencies and carry out elementary first-aid during emergencies.	<p>3.1 Demonstrate elementary first-aids.</p> <p>3.2 Demonstrate safety practices to be observed in kitchen.</p> <p>3.3 Demonstrate use of personal protective dresses.</p> <p>3.4 Identify emergency exit route.</p> <p>3.5 Demonstrate fire fighting procedure using fire extinguishers.</p>
4. Work in a team, understand and practice soft skills, technical English to communicate with required clarity.	<p>4.1 Obtain sources of information and recognize information.</p> <p>4.2 Use documents, regulations and occupationally related provisions.</p> <p>4.3 Conduct appropriate and target oriented discussions with higher authority and within the team.</p> <p>4.4 Present facts and circumstances, possible solutions &amp; use English and French terminology.</p> <p>4.5 Resolve disputes within the team.</p> <p>4.6 Conduct written communication.</p>
5. Explain energy conservation, global warming, pollution, and contribute in day-to-day work by using available resources	<p>5.1 Semester examination to test knowledge on energy conservation, global warming and pollution.</p> <p>5.2 Their applications will be assessed during execution of assessable outcome.</p>

optimally.	
6. Explain personnel finance, entrepreneurship and manage/organize related task in day-to-day work for personal & societal growth.	6.1 Semester examination to test knowledge on personnel finance, entrepreneurship. 6.2 Their applications will be assessed during execution of assessable outcome.

<b>SPECIFIC LEARNING/ ASSESSABLE OUTCOME</b>	
<b>LEARNING / ASSESSABLE OUTCOME</b>	<b>ASSESSMENT CRITERIA</b>
<b>SEMESTER-I</b>	
1. Install and setup operating system and related software in a computer.	7.1 Identify different parts of computer and attached different input and output devices with the system.
	7.2 Install and configure Windows OS and application software.
	7.3 Manipulate folder/files.
	7.4 Use printer, scanner and their peripheral devices.
	7.5 Burn CD/DVD.
	7.6 Identify different icons of Windows and use the icons to operate the machine.
	7.7 Customize Windows by using control panel.
2. Create, format, edit text file, document file and BMP file by using different accessories in Windows.	8.1 Create text file by Notepad and edit file by using different menu.
	8.2 Create Document file in Word and edit and format it by different tools.
	8.3 Draw basic symbols by using MS-Paint and control mouse.
3. Create, edit, format and enhance document using word processing application software.	9.1 Identify Word tools in the ribbon.
	9.2 Create a resume using various tools.
	9.3 Design and print magazine covers using various tools.
	9.4 Demonstrate the use of shortcut keys, autocorrect and macros.
	9.5 Perform Mail merge in MS Word.
	9.6 Practice typing using open source typing tutor.
4. Introduce the Networking concept including sharing of different resources including Use of Internet Accessing /	10.1 Share a printer with Network.
	10.2 Share data and file among different nodes.
	10.3 Practice web browsing, create email id, and sending-

browsing including downloading and e-mailing.	receiving mails with attachment.
	10.4 Perform text chat and video chat using social network sites.
	10.5 Download relevant documents, images & font.
5. Create, format, edit and different publication using publication software Adobe Pagemaker.	11.1 Familiarize with basic screen component of Pagemaker.
	11.2 Create, saving Pagemaker document.
	11.3 Identify tool box and practice different tools.
	11.4 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.
	11.5 Create a Table by using Table Editor.
	11.6 Use colour palette and create, edit and remove colours from the palette.
	11.7 Insert importable file within document and also establish a link. Insert/ draw graphics, crop it and wrapping text around graphics.
	11.8 Introduce master page and insert page number, column guide using master page.
	11.9 Export a graphic/ text from Pagemaker to other format.
	11.10 Create a book containing table of contents, index, page number.
	11.11 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.	12.1 Create new publication using existing layout, and save it.
	12.2 Draw graphics by using different tools available in tool box.
	12.3 Apply colour to the object by creating own solid, blended colours.
	12.4 Group/ ungroup, lock / unlock objects and wrapping text around the object.
	12.5 Create threaded text by linking and also unthreading it by unlinking.
	12.6 Create table and also manipulate table.
	12.7 Design a Newsletter in Demi/ Tabloid size paper.
	12.8 Import and linking text and graphics within document and also exporting text and graphics from Quark Xpress to PDF and other web layout format.
	12.9 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.
13.2 Scan picture, line drawing and document and store it as a digital file.	
13.3 Adjust different scanner properties.	

	13.4 Make Optical Character Recognition document.
<b>SEMESTER-II</b>	
8. Create, format, edit and develop images using Adobe Photoshop Software.	14.1 Configure Application software – Photo Shop.
	14.2 Identify interface, palettes and tool bars.
	14.3 Create and edit bitmap images.
	14.4 Crop and transform images by appropriate tools.
	14.5 Retouch a damaged photograph by using layers.
	14.6 Make multiple passport size photographs by using Action button.
	14.7 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.	15.1 Configure Application software – Corel Draw
	15.2 Identify interface, palettes and tool bars.
	15.3 Draw an illustration/ sketch using different tools.
	15.4 Design the sketch of ‘cup and plate.’
	15.5 Design an advertisement using Artistic text and extrude tools.
	15.6 Design the cover page of a given magazine.
	15.7 Design a suitable logo for ‘Skill Development.’
	15.8 Print all the above work outcomes.
10. Create, edit, format and develop page combining text and graphics using Adobe In Design application software.	16.1 Install and configure application software – InDesign.
	16.2 Identify page, palettes, guides, rulers and tools.
	16.3 Design a ‘Calendar.’
	16.4 Design a three-fold ‘Brochure’ with columns.
	16.5 Design an advertisement.
	16.6 Design a wedding card using symbols and graphics.
	16.7 Print all the above work outcomes.
11. Create, edit and format different types of publication using bilingual software.	17.1 Install and configure a multilingual software package.
	17.2 Configure and demonstrate toggle keys to: (i) switch between scripts (ii) switch between keyboard overlays
	17.3 Design a question paper in any regional language script.
	17.4 Print the above work outcome.
12. Printing, binding and publishing to form a full-fledged book format.	18.1 Install new printer and check/ change different printer properties. Take the printout simplex, duplex mode.
	18.2 Configure advanced print features.
	18.3 Bind the printed papers into book form by using spiral or comb binding machine.

**SECTION 2**

**25. EVIDENCE OF LEVEL**

**OPTION A**

<b>Title/Name of qualification/component: Desktop Publishing Operator ( for Visually Impaired and other disabled)</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 and predictable</b></p> <ul style="list-style-type: none"> <li>• Install and set up operating system and related software in a computer.</li> <li>• Introduce the Networking concept including sharing of different resources, use of Internet, accessing/ browsing, downloading and e-mailing.</li> <li>• Install and setup scanner and scanning the documents and images.</li> <li>• Create, edit and format, different types of publication using bilingual software.</li> </ul>	<p>The learner performs routine and predictable activities related to publishing of printed materials and photographs using computers, optical scanners etc. Such jobs are carried out on routine basis by the learner; hence these are predictable in nature.</p> <p>Therefore the NSQF level as per this descriptor will be 3.</p>	3
Professional knowledge	<p><b>Basic facts, process and principle applied in trade of employment</b></p> <ul style="list-style-type: none"> <li>• Introduction to Computer Networks, necessity and advantages.</li> <li>• Network components, viz. Modem, Hub, Switch, Router, Bridge, Gateway etc.</li> </ul>		3

<b>Title/Name of qualification/component: Desktop Publishing Operator ( for Visually Impaired and other disabled)</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>
	<ul style="list-style-type: none"> <li>• Introduction to properties and editing of text.</li> <li>• Introduction of page layout, creating, saving, formatting and printing publication using PageMaker. Working with objects, templates and other tools in PageMaker. Proof reading and its marks.</li> <li>• Page orientation, paper size, auto flip, quality, colour adjustment and take print out.</li> </ul>	<p>The learner performs typing, creating, saving, formatting and printing of text or images using computer peripherals, which requires basic knowledge of facts imbibed by the learner during training.</p> <p>Hence NSQF Level 3 for this Descriptor.</p>	
Professional skill	<ul style="list-style-type: none"> <li>• Print and scan document using different commands.</li> <li>• Install necessary application software for Windows i.e. Office Package, PDF Reader, Media Player etc.</li> <li>• Edit document using basic character formatting and paragraph formatting tools.</li> <li>• Enhance document by adding Page/ Paragraph border, shading and enhancement features like include pictures within document in proper place.</li> <li>• Change document setup by document setup dialog box including margin and facing page. Introduce page sorter view and repositioning the page.</li> </ul>	<p>The learner does various typing and printing jobs using computer related to Desktop publishing. He checks for the requirements of different software application such as Office Package, PDF Reader, Media Player etc. ,does editing and formats page before printing. So here the learner recalls and demonstrates practical skills with routine jobs which is repetitive in narrow range of application.</p> <p>Therefore it justifies NSQF Level is 3 for this descriptor</p>	3

Title/Name of qualification/component: Desktop Publishing Operator ( for Visually Impaired and other disabled)		Level: 3	
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
Core skill	<p><b>Language to communicate written or oral, with required clarity</b></p> <ul style="list-style-type: none"> <li>• Communication and its importance Principles of Effective communication Types of communication - verbal, non verbal, written, email, talking on phone.</li> </ul> <p><b>Basic Mathematical Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic mathematical concept and principles to perform practical operations.</li> <li>• Basic skills in Arithmetic, Algebra and apply knowledge of specific area to perform practical operations.</li> </ul> <p><b>Basic understanding of social political and natural environment</b></p> <ul style="list-style-type: none"> <li>• Comply environment regulation and housekeeping</li> <li>• Deploy environmental protection legislation &amp; regulations.</li> </ul>	<p>The work of Desktop Publishing Operator involves different typing formats and page set ups for printing various templates. For this the learner requires good written or oral clarity of communication. Learner requires basic arithmetic and algebraic principles.</p> <p>The learner performs his job complying social political and natural environment.</p> <p>Hence NSQF Level is 3 for this descriptor</p>	3
Responsibility	<ul style="list-style-type: none"> <li>• Create, format, edit text file, document file and BMP file by using different Accessories of Windows.</li> </ul>		3

## NSQF QUALIFICATION FILE

### *Desktop Publishing Operator(VI)*

Title/Name of qualification/component: Desktop Publishing Operator ( for Visually Impaired and other disabled)		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>• Create, edit, format and enhance document using word processing application software.</li> <li>• Create, format, edit and different publication using publication software Adobe PageMaker.</li> <li>• Create, edit, format and develop publication using Quark Xpress application software.</li> <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>The visually impaired Desktop Publishing Operator prepares job of creation, editing and formatting of various documents using computer software like MS office, Adobe photoshop, Corel draw etc.</p> <p>Hence NSQF Level is 3 for this descriptor</p>	

**SECTION 3  
EVIDENCE OF NEED**

26	<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>		
	<b>Basis</b>	<b>In case of SSC</b>	<b>In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</b>
	Need of the qualification		The proposed qualification is running in the system for last few decades and passed out candidates are engaged in various related industries.
	Industry Relevance		The job role defined for the qualification is as per the National Qualification of Occupation 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. This justifies the qualification is very much relevance for industry.
	Usage of the qualification		The Proposed qualification is running in ITI system across the country successfully over the period of time.
	Estimated uptake		The related institute yet to take affiliation from NCVT.
27	<p><b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences.</b></p> <p>This qualification is run by Ministry of Skill Development and Entrepreneurship and different industries under the related line ministry are also generally consulted before finalizing the curricula.</p>		
28	<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 NCVT for the Craftsmen Training Scheme and is in existence for the last 60 years.</p>		

	<p>NCVT has been entrusted with the responsibilities of prescribing standards and curricula for craftsmen training, advising the Government of India on the overall policy and programmes, conducting All India Trade Tests and awarding National Trade Certificates.</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>• Mentor Council (MC) for the IT &amp; ITES sector was formed in 2014 to review the curriculum of this qualification under the sector.</li> <li>• CSTARI, the research wing of 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 keep on doing continuous comparative study in the trade by referring to relevant upcoming qualifications in the National Qualifications Register (NQR) and relevant sectors.</li> </ul>

Please attach most relevant and recent documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

**SECTION 4**

**EVIDENCE OF PROGRESSION**

<p><b>30</b></p>	<p><b>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</b></p> <pre> graph TD     NTC[NTC] --&gt; AC[Asst. Craftsmen]     AC --&gt; C[Craftsmen]     C --&gt; SC[Sr. Craftsmen]     SC --&gt; JS[Junior Supervisor]     JS --&gt; SS[Senior Supervisor]     SS --&gt; AM[Asst. Manager (Shop/ Field)]     AM --&gt; M[Manager (Shop/ Field)]     SS --&gt; QI[Quality Inspector]     M --&gt; E[Entrepreneur]     </pre>
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