



# Model Curriculum

**QP Name: Office Operations Executive**

**QP Code: MEP/Q0207**

**QP Version: 2.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

Management & Entrepreneurship and Professional Skills Council || Management & Entrepreneurship and Professional Skills Council (MEPSC), F-04, First Floor, Plot No.212, Okhla Phase III, New Delhi 110020

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# Training Parameters

<b>Sector</b>	Management & Entrepreneurship and Professional Skills
<b>Sub-Sector</b>	Office management and Professional Skills
<b>Occupation</b>	Office Support
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/4131.0100; 3341.9900
<b>Minimum Educational Qualification and Experience</b>	<ul style="list-style-type: none"> <li>• 10th Class Pass with 2 years of experience</li> <li style="text-align: center;"><b>OR</b></li> <li>• 10th Class Pass + ITI (1 year after Class 10) with 1 year of experience</li> <li style="text-align: center;"><b>OR</b></li> <li>• 10th Class Pass + ITI (2 years after Class 10)</li> <li style="text-align: center;"><b>OR</b></li> <li>• 10th Class Pass and pursuing continuous regular schooling</li> <li style="text-align: center;"><b>OR</b></li> <li>• 3 Year Diploma (After class 10th)</li> <li style="text-align: center;"><b>OR</b></li> <li>• 12th Class Pass with 6 months of experience</li> <li style="text-align: center;"><b>OR</b></li> <li>• NSQF Level 3 with 2 years of experience</li> </ul>
<b>Pre-Requisite License or Training</b>	
<b>Minimum Job Entry Age</b>	21 years
<b>Last Reviewed On</b>	29/9/2022
<b>Next Review Date</b>	29/9/2025
<b>NSQC Approval Date</b>	29/9/2022
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	29/9/2022
<b>Model Curriculum Valid Up to Date</b>	29/9/2025

<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	480 hrs
<b>Maximum Duration of the Course</b>	480 hrs

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills:

- Describe the various activities that has to be managed in an organization.
- Elaborate management of internal and external agencies for operations.
- Maintain office related records and documentation.
- Organize for readiness of meeting rooms and venues for office meetings and events.
- Use computers to store, retrieve and communicate information.
- Apply clear and appropriate communication with all stakeholders.
- Apply health and safety practices at the workplace.
- Apply principles of professional practice at the workplace.
- Explain the relevance of employability skills

### Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>1.Bridge Module</b> <a href="#">Introduction to Skill India and the job role of Office Operations Executive</a>	4:00 hrs	0:00 hrs	--	--	<b>4:00 hrs</b>
<b>MEP/N0204</b> <b>Manage routine office activities</b> <b>NOS Version No.2</b> <b>NSQF Level 4</b>	<b>22:00 hrs</b>	<b>40:00 hrs</b>			<b>62:00 hrs</b>
2.Manage routine office activities	22:00 hrs	40:00 hrs			<b>62:00 hrs</b>
<b>MEP/N0216</b> <b>Use Computers to store, retrieve and communicate information</b> <b>NOS Version No.2</b> <b>NSQF Level 4</b>	<b>24:00 hrs</b>	<b>52:00 hrs</b>			<b>76:00 hrs</b>

3. Use computers to store, retrieve and communicate information	24:00 hrs	52:00 hrs			<b>76:00 hrs</b>
<b>MEP/N0224</b> <b>Check forms and applications for completeness as per norms</b> <b>NOS Version No.2</b> <b>NSQF Level 4</b>	<b>32:00 hrs</b>	<b>64:00 hrs</b>			<b>96:00 hrs</b>
4. Check forms and applications for completeness as per norms	32:00 hrs	64:00 hrs			<b>96:00 hrs</b>
<b>MEP/N0225</b> <b>Co-ordinate with internal and external agencies to complete operational requirements</b> <b>NOS Version No.2</b> <b>NSQF Level 4</b>	<b>16:00 hrs</b>	<b>80:00 hrs</b>			<b>96:00 hrs</b>
5. Co-ordinate with internal and external agencies to complete operational requirements	16:00 hrs	80:00 hrs			<b>96:00 hrs</b>
<b>MEP/N9903</b> <b>Apply health and safety practices at the workplace</b> <b>NOS Version No.4</b> <b>NSQF Level 4</b>	<b>12:00 hrs</b>	<b>36:00 hrs</b>	--		<b>48:00 hrs</b>
<b>6. <a href="#">Workplace safety, rescue and first aid</a></b>	12:00 hrs	36:00 hrs	--		<b>48:00 hrs</b>
<b>MEP/N9912</b> <b>Apply principles of professional practice at the workplace</b> <b>NOS Version 2.0</b> <b>NSQF Level 4</b>	<b>10:00 hrs</b>	<b>28:00 hrs</b>	--		<b>38:00 hrs</b>
7. Apply principles of professional practice at the workplace	10:00 hrs	28:00 hrs	--		<b>38:00 hrs</b>
<b>Employability Skills</b>	60				60
<b>Total Duration</b>	<b>180:00 hrs</b>	<b>300:00 hrs</b>	--	--	<b>480:00 hrs</b>

# Module Details

## Bridge Module

### Module 1: Introduction to Skill India and the job role of Office Operations Executive

#### Terminal Outcomes:

- Give an overview of Skill India Mission
- Explain the role of Office Operations Executive.
- Identify the organizational structure and functions of organizations.

<b>Duration:</b> 04:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the structure and functions of skill development sector and Skill India Mission.</li> <li>• State the job role of Office Operations Executive.</li> <li>• Describe the common organizational structures and functionalities of organisations in different sectors.</li> </ul>	
<b>Classroom Aids:</b>	
Computer, projector, white board/ flip chart, marker and duster	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Manage routine office activities

### Mapped to MEP/N0204, v 2.0

#### Terminal Outcome:

- Discuss routine office activities
- Explain ways of arranging a meeting efficiently
- Describe the importance of gender-neutral communication

<b>Duration: 22:00</b>	<b>Duration: 40:00</b>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Describe differences in response to phone calls of various stakeholders.</li> <li>• Discuss steps in dealing with queries of clients and colleagues.</li> <li>• Discuss the importance of gender-neutral communication and behaviour with internal and external stakeholders.</li> <li>• Explain the steps of searching organization’s knowledge-base for solutions.</li> <li>• Describe filing of correspondences, contracts, and documents given by authorised persons.</li> <li>• Describe the process of taking stock of inventory and their replenishment.</li> <li>• Elaborate the process of tracking the movement of records/ files between departments or outside the organisation.</li> <li>• List the steps of organising a meeting like table agenda, set-up equipment, and manage refreshments, managing PwD.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Dramatize receiving calls, greeting callers/visitors and verifying their details.</li> <li>• Prepare sample summary sheet of the given document with queries and its answers to give feedback to client.</li> <li>• Apply suitable steps to organise a meeting room/venue.</li> <li>• Prepare a sample document by modifying the gendered language into gender neutral one.</li> <li>• Demonstrate the steps of filing of files and documents digitally and in a filing system/cabinet.</li> <li>• Apply suitable process of retrieving and retaining files and maintaining their order in the filing system.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Computer, projector, white board/ flip chart, marker and duster</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Sample document with queries and its answer. Sample documents with gendered language.</p>	

## Module 3: Use computers to store, retrieve and communicate information

*Mapped to MEP/N0216, V 2.0*

### Terminal Outcome:

- Explain components of computers.
- Demonstrate storage, retrieval and communication of information using computers

<b>Duration: 24:00</b>	<b>Duration: 52:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Recognize the basic components of computers</li> <li>• Explain terminologies w.r.t. computer and its accessories.</li> <li>• Discuss saving data, information and file management.</li> <li>• List the common information storage systems used for storage and retrieval of data.</li> <li>• Discuss computer networks, and internet.</li> <li>• Explain professional email etiquette and its various elements.</li> <li>• Discuss cyber security guidelines to be followed while storing, retrieving or communicating information online (through the internet).</li> <li>• Discuss the do's and don'ts while using computers at workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to start and operate computers.</li> <li>• Demonstrate accessing stored data or files.</li> <li>• Create documents using Word processor, Spreadsheet and Presentation Software.</li> <li>• Demonstrate the use of internet to search content, send emails, etc.</li> <li>• Demonstrate using printers for printing, scanning, and making copies of documents.</li> </ul>
<b>Classroom Aids:</b>	
<p>Computer, printer, projector, white board/ flip chart, marker and duster Internet connection and online training platform</p>	
<b>Tools, Equipment and Other Requirements</b>	

## Module 4: Check forms and applications for completeness as per norms

*Mapped to MEP/N0224, V 2.0*

### Terminal Outcome:

- Demonstrate checking documents and applications for completeness.
- Explain energy and material conservation practices.

<b>Duration: 32:00</b>	<b>Duration: 64:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the various types of forms, applications and files that may need to be checked in an organisation (Various types: physical applications, registration forms, know your customer documents, information gathering forms, transaction request forms; online applications, registration forms, know your customer documents, information gathering forms, transaction request forms).</li> <li>• Identify applicable norms and guidelines for checking the forms or applications and seek clarification from authorised person.</li> <li>• Explain the importance of preparing a checklist and how to prepare it.</li> <li>• Explain the measures that can be taken to protect documents from damage.</li> <li>• Describe procedures for verifying data and rectifying mistakes.</li> <li>• Explain authorization processes.</li> <li>• Describe energy and material conservation processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a checklist based on the guidelines provided to you.</li> <li>• Check the completeness of all necessary fields in the form or application as per the checklist.</li> <li>• Collate and mark applications and documentation ready for further processing as per the hypothetical case given to you.</li> <li>• Prepare week-wise and day-wise plans for completion of tasks and sub-tasks, taking account of lag times, dependencies and slack.</li> </ul>
<b>Classroom Aids:</b>	
Computer, printer, projector, white board/ flip chart, marker and duster Internet connection and online training platform	
<b>Tools, Equipment and Other Requirements</b>	

## Module 5: Co-ordinate with internal and external agencies to complete operational requirements

*Mapped to MEP/N0225, V 2.0*

### Terminal Outcome:

- Explain coordination and vendor management.
- Demonstrate coordinating with vendors.
- Describe record maintenance.

<b>Duration: 16:00</b>	<b>Duration: 80:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain various types of operational requirements in an office environment.</li> <li>• State various categories of operational activities that require co-ordination with different agencies and people.</li> <li>• Identify role and responsibilities of the various people and agencies involved and seek clarifications where required.</li> <li>• Explain how to prepare workplan and schedule; efficient to-do lists; GANTT chart; calendar; trackers; etc.</li> <li>• Explain how to prepare week-wise and day-wise plans for completion of tasks and sub-tasks, taking account of lag times, dependencies and slack.</li> <li>• Explain how to set-reminders and flag task items according to sequence and importance using calendars and planners.</li> <li>• Describe how to book appointments and schedule web and phone calls, sending e-invites and relevant instructions.</li> <li>• Describe communication etiquette, netiquette and professional practices during concalls, webinars, meetings.</li> <li>• Explain co-ordination between vendor and finance department for timely release of payment to the vendor.</li> <li>• Elaborate on the various records to be maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare to-do lists and work plans to share with the different departments.</li> <li>• Prepare schedules using calendars and planners.</li> <li>• Dramatise communicating in an online meeting.</li> <li>• Demonstrate communicating using the following modes of communication: Phone call, email, chat, letters, face to face interview, web conferences etc.</li> <li>• Update trackers, GANTT charts, calendars and planning documents to indicate progress and current status as per the hypothetical situation provided you.</li> <li>• Demonstrate negotiation with vendors to get optimum value for money as possible.</li> <li>•</li> </ul>
<b>Classroom Aids:</b>	
Internet connection, online training platform app/link	
<b>Tools, Equipment and Other Requirements</b>	
sample quotations, sample vendor agreements	

## Module 6: Workplace safety, rescue and first aid

Mapped to: MEP/N9903, v 4.0

### Terminal Outcome:

- Describe the application of health and safety practices at the workplace.

<b>Duration: 12:00</b>	<b>Duration: 36:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe personal hygiene practices.</li> <li>List first aid box items and their use.</li> <li>List the situation that may lead to accidents at the workplace and ways to prevent them.</li> <li>Describe the steps of emergency procedures during accidents/fire or other hazards situations.</li> <li>Identify safety signs.</li> <li>Classify the various fire extinguishers for different types of fires.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate personal hygiene practices to be followed at workplace.</li> <li>Demonstrate appropriate first aid in different situations.</li> <li>Practice emergency evacuation drills.</li> <li>Demonstrate the use of fire extinguishers.</li> </ul>
<b>Classroom Aids:</b>	
Computer, printer, projector, white board/ flip chart, marker and duster	
<b>Tools, Equipment and Other Requirements</b>	
Personal protective equipment (such as mask and helmet) Fire extinguishers (Class A, B, C,D & K fires: extinguishers may contain water, sand, foam, dry powder, CO2, or wet chemical), first aid box (sterile dressings, plasters, disposable sterile gloves, scissors, anti-septic wipes, thermometer)	

## Module 7: Principles of Professional Practice

### Mapped to MEP/N9912. V2.0

#### Terminal Outcomes:

- Display various aspects of professional behaviour.
- Prepare a professional development plan.
- Discuss how to report unethical conduct and inappropriate behavior to the authorized person.

<b>Duration: 10:00</b>	<b>Duration: 28:00</b>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of professional appearance and behaviour.</li> <li>• Identify personal and professional goals and ways to develop them,</li> <li>• Outline professional development plan.</li> <li>• Describe the importance of continuous professional learning and development.</li> <li>• Discuss the importance of the feedback received from clients and colleagues in promoting work effectiveness.</li> <li>• List organisational policies related to non-discrimination of clients.</li> <li>• Discuss the importance of reporting unethical conduct, inappropriate behaviour and harassment at the workplace.</li> <li>• Discuss situations that may lead to conflict of interest and ways to resolve them.</li> <li>• Discuss conflict resolution and ways to avoid conflicts.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Display professional appearance.</li> <li>• Prepare personal and professional goals and sample professional development plan based on professional development needs.</li> <li>• Demonstrate ways of professionally communicating with team members and different stakeholders.</li> <li>• Apply suitable procedure of reporting unethical conduct, inappropriate behaviour and harassment in a workplace.</li> <li>• Demonstrate how to report ethical issues at workplace with an authorised person.</li> <li>• Prepare a work schedule prioritising tasks for meeting team targets, own goals; including reviewing/monitoring timelines.</li> <li>• Analyse the capacity to achieve goals, considering strengths and weaknesses.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Computer, printer, projector, white board/ flip chart, marker and duster</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Sample situations of inappropriate behaviour, and conflict of interest.</p>	

### Module 8: Employability Skills (60 hours)

S. No	Module Name	Duration (hours)	Assessment Marks
1.	Introduction to Employability Skills	1.5	2
2.	Constitutional values - Citizenship	1.5	2
3.	Becoming a Professional in the 21st Century	2.5	6
4.	Basic English Skills	10	6
5.	Career Development & Goal Setting	2	3
6.	Communication Skills	5	4
7.	Diversity & Inclusion	2.5	2
8.	Financial and Legal Literacy	5	5
9.	Essential Digital Skills	10	8
10.	Entrepreneurship	7	4
11.	Customer Service	5	3
12.	Getting Ready for Apprenticeship & Jobs	8	5
	<b>Total</b>	<b>60</b>	<b>50</b>

#### Key Learning Outcomes

##### **Introduction to Employability Skills Duration: 1.5 Hours**

After completing this programme, participants will be able to:

1. Discuss the Employability Skills required for jobs in various industries
2. List different learning and employability related GOI and private portals and their usage

##### **Constitutional values - Citizenship Duration: 1.5 Hours**

3. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
4. Show how to practice different environmentally sustainable practices.

##### **Becoming a Professional in the 21st Century Duration: 2.5 Hours**

5. Discuss importance of relevant 21st century skills.
6. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.
7. Describe the benefits of continuous learning.

##### **Basic English Skills Duration: 10 Hours**

8. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone
9. Read and interpret text written in basic English
10. Write a short note/paragraph / letter/e -mail using basic English

##### **Career Development & Goal Setting Duration: 2 Hours**

11. Create a career development plan with well-defined short- and long-term goals

##### **Communication Skills Duration: 5 Hours**

12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.
13. Explain the importance of active listening for effective communication
14. Discuss the significance of working collaboratively with others in a team

##### **Diversity & Inclusion Duration: 2.5 Hours**

15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD
16. Discuss the significance of escalating sexual harassment issues as per POSH act.

##### **Financial and Legal Literacy Duration: 5 Hours**

17. Outline the importance of selecting the right financial institution, product, and service
18. Demonstrate how to carry out offline and online financial transactions, safely and securely

19. List the common components of salary and compute income, expenditure, taxes, investments etc.
20. Discuss the legal rights, laws, and aids

**Essential Digital Skills Duration: 10 Hours**

21. Describe the role of digital technology in today's life
22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
23. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely
24. Create sample word documents, excel sheets and presentations using basic features
25. utilize virtual collaboration tools to work effectively

**Entrepreneurship Duration: 7 Hours**

26. Explain the types of entrepreneurship and enterprises
27. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan
28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
29. Create a sample business plan, for the selected business opportunity

**Customer Service Duration: 5 Hours**

30. Describe the significance of analyzing different types and needs of customers
31. Explain the significance of identifying customer needs and responding to them in a professional manner.
32. Discuss the significance of maintaining hygiene and dressing appropriately

**Getting Ready for apprenticeship & Jobs Duration: 8 Hours**

33. Create a professional Curriculum Vitae (CV)
34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
35. Discuss the significance of maintaining hygiene and confidence during an interview
36. Perform a mock interview
37. List the steps for searching and registering for apprenticeship opportunities

**Trainer Requirements**

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate/CITS	Any discipline			2	Teaching experience	Prospective ES trainer should: <ul style="list-style-type: none"> <li>• have good communication skills</li> <li>• be well versed in English</li> <li>• have digital skills</li> <li>• have attention to detail</li> <li>• be adaptable</li> <li>• have willingness to learn</li> </ul>
Current ITI trainers	Employability Skills Training (3 days full-time course done between 2019-2022)					
Certified current EEE trainers (155 hours)	from Management SSC (MEPSC)					
Certified Trainer	Qualification Pack: Trainer (MEP/Q0102)					

Domain Certification	Platform Certification
Certified in 60-hour Employability NOS (2022), with a minimum score of <b>80%</b>  <b>OR</b> Certified in 120-, 90-hour Employability NOS (2022), with a minimum score of <b>80%</b>	NA

## Master Trainer Requirements

Master Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate/CITS	Any discipline			3	Employability Skills curriculum training experience with an interest to train as well as orient other peer trainers	Prospective ES Master trainer should: <ul style="list-style-type: none"> <li>• have good communication skills</li> <li>• be well versed in English</li> <li>• have basic digital skills</li> </ul>
Certified Master Trainer	Qualification Pack: Master Trainer (MEP/Q2602)			3	EEE training of Management SSC (MEPSC) (155 hours)	<ul style="list-style-type: none"> <li>• have attention to detail</li> <li>• be adaptable</li> <li>• have willingness to learn</li> <li>• be able to grasp concepts fast and is creative with teaching practices and likes sharing back their learning with others</li> </ul>

Master Trainer Certification	
Domain Certification	Platform Certification
Certified in 60-hour Employability NOS (2022), with a minimum score of <b>90%</b> .  <b>OR</b> Certified in 120-, 90-hour Employability NOS (2022), with a minimum score of <b>90%</b>	NA

### Assessment Strategy

The trainee will be tested for the acquired skill, knowledge and attitude through formative/summative assessment at the end of the course and as this NOS and MC is adopted across sectors and qualifications, the respective AB can conduct the assessments as per their requirements.

LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S No.	Name of the Equipment	Quantity
1.	Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below)	As required
2.	UPS	As required
3.	Scanner cum Printer	As required
4.	Computer Tables	As required
5.	Computer Chairs	As required
6.	LCD Projector	As required
7.	White Board 1200mm x 900mm	As required
<i>Note: Above Tools &amp; Equipment not required, if Computer LAB is available in the institute.</i>		

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate		2-3	Office operations	2		

Trainer Certification	
Domain Certification	Platform Certification
MEP/Q0207, V2.0 Office Operations Executive Minimum accepted score is 70%	MEP/Q2601, V2.0, Trainer (VET and Skills) Minimum accepted score is 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate		2-3	Office operations	2		

Assessor Certification	
Domain Certification	Platform Certification
MEP/Q0207, V2.0, Office Operations Executive Minimum accepted score is 70%.	MEP/Q2701, V2.0, Assessor (VET and Skills) Minimum accepted score is 80%.

## Assessment strategy

### Assessment system Overview

Assessment will be carried out by assessment partners with no link to training partners. Based on the results of assessment, MEPSC will certify the learners. Assessor has to pass online assessment of theoretical knowledge of the job role and approved by MEPSC.

The assessment will have both theory and practical components in 40:60 ratio.

While theory assessment is summative and a written exam; practical will involve demonstrations of applications and presentations of procedures and other components. Practical assessment will also be summative in nature.

### Testing Environment

Training partner has to share the batch start date and end date, number of trainees and the job role. Assessment will be fixed for a day after the end date of training. It could be next day or later.

Assessment will be conducted at the training venue.

Room where assessment is conducted will be set with proper seating arrangements with enough space to prevent copying.

Question bank of theory and practical will be prepared by assessment agency and approved by MEPSC. From this set of questions, assessment agency will prepare the question paper. Theory testing will include multiple choice questions, pictorial question, etc. which will test the trainee on theoretical knowledge of the subject.

The theory and practical assessments will be carried out on same day. If number of candidates are many, more assessors and additional venue will be organized on same day of the assessment.

Presentation will be one mode of assessment and so computers and LCD projector will be available for assessment. Viva will be used to gauge trainees confidence and correct knowledge in handling assessment job situations.

The question paper will be pre-loaded in the computer and it will be in the language requested by the training partner.

### Assessment Quality Assurance framework

Assessor has to go through orientation program organized by Assessment Agency. The training would give an overview to the assessors on the overall framework of QP evaluation. Assessor shall be given a NOS and PC level overview of each QP as applicable. Overall structure of assessment and objectivity of the marking scheme will be explained to them.

The giving of marks will be driven by an objective framework which will maintain standardization of marking scheme.

In case of many candidates to be accommodated in one venue for theory assessment, caution is taken not to let the candidates who competed test meet those who have not. Once the first batch has moved out of the knowledge based assessment area, the second batch will be taken from the main waiting area and seated in the respective seats for their knowledge based assessment.

For practical assessment; the instructions for taking the test are clearly written on the board in the lab or shared with the candidates verbally.

The assessment will be video recorded and submitted to MEPSC. The training partner will also intimate the time of arrival of the assessor and time of leaving the venue. The assessor carries tablet which is geotagged. This allows MEPSC to additionally track this.

### ***Methods of Validation***

Unless the trainee is registered, the person cannot undergo assessment. To further ensure that the person registered is the person appearing for assessment, id verification will be carried out. Adhar card number is part of registering the candidate for training. This will form the basis of further verification during the assessment. Unless the candidate's name is registered, the person cannot take the test.

Assessor conducts the assessment in accordance with the assessment guidelines and question bank as per the job role.

The assessor carries tablet with the loaded questions. This tablet is geotagged and so it is monitored to check their arrival and completion of assessment.

Video of the practical session is prepared and submitted to MEPSC.

Random spot checks/audit is conducted by MEPSC assigned persons to check the quality of assessment.

Assessment agency will be responsible to put details in SIP.

MEPSC will also validate the data and result received from the assessment agency.

### **Method of assessment documentation and access**

The assessment agency will upload the result of assessment in the portal. The data will not be accessible for change by the assessment agency after the upload. The assessment data will be validated by MEPSC assessment team. After upload, only MEPSC can access this data.

MEPSC approves the results within a week and uploads on SIP.

## Glossary

Term	Description
<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training.</b>
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module.</b> A set of terminal outcomes help to achieve the training outcome.

<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.

## Acronyms and Abbreviations

Term	Description
NSQF	National Skills Qualification Framework
QP	Qualification Pack
NOS	National Occupational Standards
OS	Occupational Standards
NCO	National Classification of Occupations
ISCO	International Standard Classification of Occupations
ISIC	The International Standard Industrial Classification of all economic activities
NSQC	National Skills Qualification Committee
NCVET	National Council for Vocational Education and Training