



IT - ITeS SSC  
NASSCOM



दिव्यांग व्यक्तियों के लिए कोशल परिषद्  
Skill Council for Persons with Disability



# Model Curriculum

QP Name: DATA ENTRY OPERATOR (Divyangjan)

QP Code: PWD/SSC/Q2212

QP Version: 2.0

NSQF Level: 3

Model Curriculum Version: 1.0

Expository: Blindness/Visual Impairment (E002)

Skill Council for Person with Disability || Address: 501-City Centre, 12/5  
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## Training Parameters

<b>Sector</b>	IT-ITeS
<b>Sub-Sector</b>	Business Process Management
<b>Occupation</b>	CRM
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	TBD
<b>Minimum Educational Qualification and Experience</b>	5th Class Pass with 3 years of Experience or 8th class pass with 1 year Experience or 8th class Pass +ITI or 8th Class Pass pursuing continuous regular schooling or 10th Class Pass with no experience or Previous relevant Qualification of NSQF Level 2 with 1 year experience. * For 5th class with no experience- OJT/internship of 12 months * For 8th class pass with no experience –OJT/internship of 4 months
<b>Pre-Requisite License or Training</b>	Bachelor's Degree in Computer Science or any related field
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	13-09-2021
<b>Next Review Date</b>	30/12/2025
<b>NSQC Approval Date</b>	25/8/2022
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	13-09-2021
<b>Model Curriculum Valid Up to Date</b>	30/12/2025
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	810 hours
<b>Maximum Duration of the Course</b>	810 hours

## 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.

- Explain data entry services and the policies applicable.
- Inspect the data being entered from multiple sources to check authenticity and remove errors.
- Categorize and examine the essential steps required to verify, analyse data.
- Examine common errors and plan to mitigate the same.
- Estimate a suitable timeline for completing a data entry process.
- Illustrate proper ways of upskilling data entry process through use of advanced software.
- Demonstrate application of various IT components including browsers and various operating systems.
- Illustrate proper ways of maintaining confidentiality of storing security and back up files for future use.
- Demonstrate application of various solutions for different types of incidents/service requests.
- Demonstrate effective work planning principles using time and resources effectively.
- Describe how to maintain a healthy, safe, and secure environment at workplace.

### Compulsory Modules

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

NOS and Module Details	Theory Duration (In hours)	Practical Duration (In hours)	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration (In hours)
Module 1: Use Smart Phone (Bridge module-PwD)	03:00	21:00	00:00	00:00	24:00
Module 2: Learn Basic English (Bridge module-PwD)	21:00	24:00	00:00	00:00	45:00
Module 3: Learn basic Braille (Bridge module-PwD)	03:00	18:00	00:00	00:00	21:00
Module 4: Orientation and Mobility training (Bridge module-PwD)	03:00	27:00	00:00	00:00	30:00
Module 5: Computer Skills	30:00	120:00	00:00	00:00	150:00
Module 6 (Bridge Module): IT-ITeS/BPM Industry – An Introduction	02:00	08:00+ 4:00	00:00	00:00	14:00



<b>SSC/N3022 Undertake data entry services NOS Version No. 2 NSQF Level 3</b>	69:00	327:00	00:00	00:00	396:00
Module 7: Concept of Data Entry	10:00	32:00+ 12:00	00:00	00:00	54:00
Module 8: Software Requirement for data entry	10:00	32:00+ 12:00	00:00	00:00	54:00
Module 9: Process of Date Entry	10:00	35:00 + 14:00	00:00	00:00	59:00
Module 10: Troubleshooting in data entry process	10:00	35:00+ 14:00	00:00	00:00	59:00
Module 11: Assisting Data Entry Process	10:00	35:00 +14:00	00:00	00:00	59:00
Module 12: Skillsets of DataEntry Services	10:00	34:00+ 14:00	00:00	00:00	58:00
Module 13: Incident Management in data entry services	9:00	32:00+ 12:00	00:00	00:00	53:00
<b>SSC/N9001 Manage your work to meet requirements NOS Version No. 2 NSQF Level 3</b>	9:00	44:00	00:00	00:00	53:00
Module 14: Manage your work to meet requirements	9:00	32:00+ 12:00	00:00	00:00	53:00
<b>SSC/N9003 Maintain a healthy, safe and secure working environment NOS Version No. 2 NSQF Level 3</b>	10:00	37:00	00:00	00:00	47:00
Module 15: Managing Health and Safety	10:00	25:00+ 12:00	00:00	00:00	47:00
Employability Skills (ES)					30
<b>Total Duration</b>	150:00	630:00	00:00	00:00	810:00

# Module Details

## Module 1: Use of Smartphone

### Mapped to: Bridge Module

#### Terminal Outcomes:

- Demonstrate the use of a smartphone to make calls, message, read books & documents, write emails, and web browsing.

<b>Duration: 03:00</b>	<b>Duration: 21:00</b>
<b>Theory: Key Learning Outcomes</b>	<b>Practical: Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the benefits of a smartphone for Persons with Visual Impairment.</li> <li>• Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g., GPS, Social media Applications and Cab Booking Applications).</li> <li>• Discuss the barriers in accessing some Software Applications (like Gaming Application).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to use the different functions of the screen such as power on/off, accessing the main menu home button, volume rocker, power buttons, memory slot and sim tray.</li> <li>• Demonstrate basic operations on the screen by using “explore by touch”.</li> <li>• Use Talk back, speech, and volume settings.</li> <li>• Use a mobile phone for making calls and for sending and receiving messages.</li> <li>• Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts.</li> <li>• Use basic applications like Google Play Store and calculator.</li> <li>• Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library.</li> <li>• Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones.</li> <li>• Use advanced applications like Eye-D, Tap Tapsee, colored ID, Text fairy and Google Maps.</li> <li>• Demonstrate how to download apps on a smartphone.</li> </ul>
<b>Classroom Aids</b>	
One smart phone with talkback per trainee	
<b>Tools, Equipment and other requirements</b>	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY(Digital Accessible Information System)	

## Module 2: Learn Basic English

Mapped to: Bridge Module

### Terminal Outcomes:

- Apply knowledge of Basic English to interpret information received and respond accordingly.
- Recognize familiar words and basic phrases concerning self, family members, and immediate workplace.
- Read and write simple sentences in English about self, activities planned, and events of the day.

<b>Duration: 21:00</b>	<b>Duration: 24:00</b>
<b>Theory: Key Learning Outcomes</b>	<b>Practical: Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify and write Alphabet and Letters.</li> <li>• Identify various vowel and consonant sounds in various words.</li> <li>• Recognize words and phrases related to formal and informal greetings.</li> <li>• Recognize simple personal information about self and others (e.g., name, age, place of residence etc.).</li> <li>• Recognize very simple words related to home, neighborhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes, food, and drinks.</li> <li>• Recognize simple pronouns (he/she/we/they).</li> <li>• Comprehend basic hobby related verbs (like playing, singing, dancing).</li> <li>• Recognize common verbs related to movement of transport (e.g., buses run, boats sail).</li> <li>• Recognize words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry).</li> <li>• Recognize familiar English words and phrases used in the workplace for example instructions related to direction, safety, date and time etc. (vocabulary: stop, close the door).</li> <li>• Differentiate between Spoken and Written English.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the correct way to pronounce words with the right stress.</li> <li>• Read and write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status).</li> <li>• Use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever and pain).</li> <li>• Read and write simple sentences using names of everyday objects, places, directions. (e.g., I live in Delhi.).</li> <li>• Read and write words related to professions. (Like vacancy, sale, associate, manager, supervisor, file etc.).</li> <li>• Read and write words and short phrases to describe travel, holidays, and vacations.</li> <li>• Read and frame written answers to simple questions related to self, food preferences, feelings etc.</li> <li>• Identify and read health, safety, and security signage (images/graphics) in English; at work and public places or on gadgets and appliances.</li> <li>• Read and write basic familiar words and phrases to identify areas of work, responsibilities, and working relationships.</li> <li>• Read and write simple sentences describing activities planned for the next day/week/month.</li> <li>• Pronounce words related to professions correctly.</li> <li>• Ask and answer questions related to their job correctly.</li> <li>• Discuss activities planned for the next day/week/month at the workplace.</li> <li>• Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).</li> </ul>
<b>Classroom Aids</b>	
Laptop, Computer, OCR Scanner, Screen readers, Digital/Handheld Magnifiers	
<b>Tools, Equipment and other requirements</b>	
Optical Character Recognition(OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

### Module 3: Learn Basic Braille

Mapped to: Bridge Module

#### Terminal Outcomes:

- Read and write basic Braille.

<b>Duration: 03:00</b>	<b>Duration: 18:00</b>
<b>Theory: Key Learning Outcomes</b>	<b>Practical: Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the history and significance of the invention of Braille.</li> <li>• Describe the concept of Dots and Cells in Braille.</li> <li>• Distinguish between Old and modern Braille slates.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write text in Braille by using appropriate hand movements.</li> <li>• Recognize Braille characters, words, sentences, paragraphs, and placement of text.</li> <li>• Demonstrate use of Braille equipment (such as Positioning Braille slate, inserting paper in the slate, use of stylus).</li> <li>• Demonstrate correct sitting posture while using Braille devices.</li> <li>• Demonstrate how to use technology to replace manual Braille typing (such as using Orbit 20).</li> </ul>
<b>Classroom Aids</b>	
Braille books. Braille Cubes. Braille Slate and Stylus; Braille Sheets; Braille Typewriter.	
<b>Tools, Equipment and other requirements</b>	
<ul style="list-style-type: none"> <li>• Audio Films on Braille teaching with visual portions described and demonstrated by the trainer on one-to-one basis.</li> <li>• Sheets containing words/ sentences/ paragraphs in local language in open (uncontracted) Braille.</li> <li>• Books in interline and inter point local language in open (uncontracted) Braille.</li> <li>• Computer.</li> <li>• Low-cost Braille note taker.</li> <li>• Stylus and interline and interpoint Braille slate.</li> <li>• Braille writing paper.</li> <li>• Braille Note taker such as Orbit 20.</li> </ul>	



**Module 4: Orientation and Mobility training (Bridge module-PwD)**  
**Mapped to: Bridge Module**

**Terminal Outcomes:**

Demonstrate the use of a smartphone to make calls, message, read books & documents, write emails, and web browsing.

<b>Duration: 30:00</b>	<b>Duration: 120:00</b>
<b>Theory: Key Learning Outcomes</b>	<b>Practical: Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the benefits of a smartphone for Persons with Visual Impairment.</li> <li>• Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g. GPS, Social media Applications and Cab Booking Applications).</li> <li>• Discuss the barriers in accessing some Software Applications (like Gaming Application).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to use the different functions of the screen such as power on/off, accessing the main menu, home button, volume rocker, power buttons, memory slot and sim tray.</li> <li>• Demonstrate basic operations on the screen by using, “explore by touch”.</li> <li>• Use talk back, speech, and volume settings</li> <li>• Use a mobile phone for making calls and for sending and receiving messages.</li> <li>• Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts.</li> <li>• Use basic applications like Google Play Store and calculator.</li> <li>• Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library</li> <li>• Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones.</li> <li>• Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps.</li> <li>• Demonstrate how to download apps on a smartphone.</li> </ul>
<b>Classroom Aids</b>	
Desktop Computer / Laptops	
<b>Tools, Equipment and other requirements</b>	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

**Module 5: Computer Skills**  
Mapped to: Bridge Module

**Terminal Outcomes:**

- Learn the basics of computers.

<b>Duration: 30:00</b>	<b>Duration: 120:00</b>
<b>Theory: Key Learning Outcomes</b>	<b>Practical: Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● Describe the uses of computers.</li> <li>● Distinguish between hardware and software components of computers.</li> <li>● Describe input and output devices.</li> <li>● Describe basic functions of the various parts of computers.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate hand and finger placement for using keyboard and numpad.</li> <li>● Open, create, and save word documents.</li> <li>● Navigate and read commands for creating word documents.</li> <li>● Demonstrate cut, copy, and paste in a word document.</li> <li>● Demonstrate steps to format a word document (for example, change paragraph alignment, bold /Italicize text, edit, delete, capitalize letters, insert date and time).</li> </ul>
<b>Classroom Aids</b>	
Desktop Computer / Laptops	
<b>Tools, Equipment and other requirements</b>	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

## Module 6: IT-ITeS/BPM Industry – An Introduction

### Bridge Module

#### Terminal Outcomes:

- Comprehend various delivery models used in the IT-BPM industry.
- Examine the current growth and development standards of the IT-BPM industry.

<b>Duration: 02:00(In Hours)</b>	<b>Duration: 12:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the relevance of the IT-ITeS sector.</li> <li>• Identify the career path for a data entry operator.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct internet browsing to collate information and articles regarding the IT-ITeS/BPM industry.</li> <li>• Identify the various sub-sectors of the IT-BPM industry from the gathered information.</li> <li>• Categorize the key emerging trends in the IT-BPM industry.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## Module 7: Concept of Data Entry

Mapped to SSC/N3022, v2.0

### Terminal Outcomes:

- Explain data entry services, procedures, and the policies applicable.
- Analyse the method of information gathering for date entry purpose.

<b>Duration: 10:00(In Hours)</b>	<b>Duration: 44:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the data entry procedures, tools, and techniques.</li> <li>• Explain the role and importance of the data entry operator in supporting business operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Design plans to collate specific information/data from customer/ client to be entered.</li> <li>• Examine standard policies to record and perform a service request.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, and chat tools Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## Module 8: Software Requirement for Data Entry

Mapped to SSC/N3022, v2.0

### Terminal Outcomes:

- Inspect the data being entered from multiple sources to check authenticity and remove errors.
- Identify the software requirements to collate data in a systematic format.

Duration: 10:00(In Hours)	Duration: 44:00(In Hours)
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify different software needed for report writing including MS office suite or Open Office.</li> <li>• Distinguish between various types of data through use of database management software.</li> </ul>	<ul style="list-style-type: none"> <li>• Verify data from multiple sources before entering the same.</li> <li>• Analyse the transcribed data with the source document for any corrections required like missing values, incorrect data types, etc.</li> <li>• Use standard alphanumeric keyboard to perform data entry operations.</li> <li>• Comprehend technical aspects of various networking topologies like Mesh, Star, Tree, Full Mesh, etc.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, and chat tools Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## Module 9: Process of Data Entry

Mapped to SSC/N3022, v2.0

### Terminal Outcomes:

- Evaluate helpdesk feedback system and its importance.
- Design a suitable and reasonable timeframe for the entry to be processed and revert to the customer on the same.

<b>Duration: 10:00(In Hours)</b>	<b>Duration: 49:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the adequacy of existing helpdesk feedback systems.</li> <li>• Discuss methods of data entry process.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize source documents and files relative to the data entered.</li> <li>• Maintain proper security, storage and back up of data files.</li> <li>• Analyse the purpose of rule-based decision-making process in data entry operations.</li> <li>• Evaluate the process of scanning documents and transcription of data into system.</li> <li>• Estimate a suitable timeline for completing a service request.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, and chat tools Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## Module 10: Troubleshooting in Data Entry Process

Mapped to SSC/N3022, v2.0

### Terminal Outcomes:

- Categorize and examine the essential steps required to analyse data.
- Examine common errors and plan to mitigate the same.

<b>Duration:</b> 10:00(In Hours)	<b>Duration:</b> 49:00(In Hours)
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Deliberate typical problems raised by customers and their solutions.</li> <li>• Understand why manual data entry errors happen and learning ways to avoid them.</li> <li>• Discuss a framework that can be created to Automate the Data Entry Process</li> </ul>	<ul style="list-style-type: none"> <li>• Examine progress/delay in the process and update technical team and/or customers.</li> <li>• Examine the common errors in data entry including transcription and transposition error.</li> <li>• Plan an error mitigation program including double-checking all completed work as a standard operating procedure.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, and chat tools Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## Module 11: Assisting Data Entry Process

Mapped to SSC/N3022, v2.0

### Terminal Outcomes:

- Summarize various back-up duties required for the data entry process.

Duration: 10:00(In Hours)	Duration: 49:00(In Hours)
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Summarize the importance of documenting, classifying, prioritizing service requests and crowd management.</li> <li>Explain the OSI model of networking and back-up related jobs.</li> </ul>	<ul style="list-style-type: none"> <li>Plan methods to collate the right information from the customer for enabling data entry process.</li> <li>Manage PC configuration, networking, network admin, layers of networking, etc.</li> <li>Undertake various back-up activities of data entered.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, and chat tools Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	



## Module 12: Skillsets of Data Entry Services

Mapped to SSC/N3022, v2.0

### Terminal Outcomes:

- Illustrate proper ways of upskilling data entry process through use of advanced software.
- Demonstrate application of various IT components that assists in quick data entry process.

<b>Duration: 10:00(In Hours)</b>	<b>Duration: 48:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify various questioning techniques for better understanding of an issue.</li> <li>• Discuss various work methodologies to expedite data entry.</li> <li>• Create a Frequently Asked Questions - FAQ for customer facing issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective use of information technology to input/extract data results.</li> <li>• Use proper data validation and error detection mechanisms.</li> <li>• Evaluate the purpose of software, including Ninox, Piesync, AutoEntry, etc., in data entry process.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, and chat tools Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## Module 13: Incident Management in Data Entry Services

Mapped to SSC/N3022, v2.0

### Terminal Outcomes:

- Illustrate proper ways of maintaining confidentiality of storing security and back up files for future use.
- Demonstrate application of various solutions for different types of incidents/service requests.

<b>Duration: 9:00(In Hours)</b>	<b>Duration: 44:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss and identify the various types of incidents during process flow, including storage, applications, and security.</li> <li>• Use Error cluster analysis and data event analysis to minimize incidents via analysis of the targeted data.</li> </ul>	<ul style="list-style-type: none"> <li>• Design frameworks to operate with both internal and external specialists for support in order to perform correct incident management.</li> <li>• Apply direct or workaround solutions to typical customer problems.</li> <li>• Analyse probable solutions for database error management and database access management.</li> <li>• Examine typical response times and service times for problems through incident management tool.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools, Equipment and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, and chat tools Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## Module 14: Manage your Work to meet Requirements

Mapped to SSC/N9001, v2.0

### Terminal Outcomes:

- Define the scope of work.
- Demonstrate effective work planning principles.
- Recognize the importance of using time and resources effectively.

<b>Duration: 9:00(In Hours)</b>	<b>Duration: 44:00(In Hours)</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the role, responsibilities, and limits of the responsibilities.</li> <li>• Discuss the importance of gathering detailed work requirements and prioritizing work areas.</li> <li>• Identify commonly made mistakes in the prioritized work areas.</li> <li>• Explain the importance of completing work accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse needs, requirements, and dependencies in order to meet the work requirements.</li> <li>• Apply resource management principles and techniques.</li> <li>• Demonstrate the ways to maintain an organized work area.</li> <li>• Apply effective time management principles.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, and chat tools Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## Module 15: Managing Health and Safety

Mapped to SSC/N9003, v2.0

### Terminal Outcomes:

- Describe how to maintain a health, safe and secure environment at workplace.

Duration: 10:00(In Hours)	Duration: 37:00(In Hours)
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the importance of complying with organizational health, safety and security policies and procedures.</li> <li>Discuss possible roles and responsibilities that an employee can take up with respect to workplace safety management.</li> <li>Evaluate sample organizational emergency procedures.</li> <li>Identify mechanisms to improve workplace health, safety, and security.</li> <li>Label appropriate personal protective equipment needed for a job role.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the identification of possible breaches in health, safety, and security policies.</li> <li>Document health, safety, and security breaches.</li> <li>Design a contingency plan for emergency situations like fire, short circuit, accidents, earthquake, etc.</li> <li>Demonstrate the use of First Aid, CPR, and safety evacuation process as part of routine operations.</li> </ul>
<b>Classroom Aids:</b>	
Whiteboard and Markers Chart paper and sketch pens LCD Projector and Laptop for presentations	
<b>Tools and Other Requirements:</b>	
Labs equipped with the following: PCs/Laptops Internet with Wi-Fi (Min 2 Mbps Dedicated) Microphone / voice system for lecture and class activities Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client, and chat tools A sample health and safety policy document, Emergency broadcast system and mock emergency signage in the appropriate areas of the training institute. Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Minimum 10th Standard	Preferred Diploma in Computer Science/ Technology	Minimum 2 years.	Experience in the data entry domain.	1 year preferred	Minimum 2 years' experience in the data entry process.	Certification in relevant data entry software competencies: MS Office, Adobe Acrobat.

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Minimum accepted score in SSC Assessment is 80% per NOS being taught in "SSC/Q2212, V 2.0"	<p>Recommended that the trainer is certified for the Job role "Trainer" mapped to the Qualification Pack "MEP/Q2601".</p> <p>Minimum accepted score is 80% aggregate</p>	<p>The Inclusive Trainer should be certified in Disability S The Inclusive Trainer should be certified in Disability Specific Top Up Training/ PWD/Q0101, v1.0 Trainer- PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. A Diploma in Computer Education (Visual Impairment)- D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred. Minimum 1 years training experience is mandatory for training Persons with Blindness.</p> <p>The inclusive trainer should have proficiency in related applications such as experience of Orientation and Mobility, Braille and Smart Phone Training. The Inclusive Trainer is expected to have patience, empathy and compassion, sensitivity, strong communication and interpersonal skills, ability to measure and assess the specific needs of Persons with Blindness. specific Top Up Training PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.</p> <p>The Indian Sign Language Interpreter with 2/3 years of experience should be mandatory during the training, counselling and placement of Persons with Speech and Hearing Impairment. A Certification by Indian Sign Language Research and Training Centre (ISLRTC) or Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan) (AYJNISHD(D)) will be desirable.</p>

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate in any discipline		2	Experience that involves client interaction	1-2	Experience that involves client interaction	

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Not Applicable		The Inclusive Assessor should be certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines

## Assessment Strategy

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

### Assessment System Overview

A uniform assessment of job candidates as per industry standards facilitates progress of the industry by filtering employable individuals while simultaneously providing candidates with an analysis of personal strengths and weaknesses.

### Assessment Criteria

Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.

The assessment for the theory part will be based on a knowledge bank of questions created by the SSC. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

Guidelines for Assessment			
Testing Environment	Tasks and Functions	Productivity	Teamwork
<ul style="list-style-type: none"> <li>Carry out assessments under realistic work pressures that are found in the normal industry workplace (or simulated workplace).</li> <li>Ensure that the range of materials, equipment, and tools that learners use are current and of the type routinely found in the normal industry workplace (or simulated workplace) environments.</li> </ul>	<ul style="list-style-type: none"> <li>Assess that all tasks and functions are completed in a way, and to a timescale, that is acceptable in the normal industry workplace.</li> <li>Assign workplace (or simulated workplace) responsibilities that enable learners to meet the requirements of the NOS.</li> </ul>	<ul style="list-style-type: none"> <li>Productivity levels must be checked to ensure that it reflects those that are found in the work situation being replicated.</li> </ul>	<ul style="list-style-type: none"> <li>Provide situations that allow learners to interact with the range of personnel and contractors found in the normal industry workplace (or simulated workplace).</li> </ul>

## **Assessment Quality Assurance framework**

NASSCOM provides two assessment frameworks NAC and NAC-Tech.

### **NAC (NASSCOM Assessment of Competence)**

NAC follows a test matrix to assess Speaking & Listening, Analytical, Quantitative, Writing, and Keyboard skills of candidates appearing for assessment.

### **NAC-Tech**

NAC-Tech test matrix includes assessment of Communication, Reading, Analytical, Logical Reasoning, Work Management, Computer Fundamentals, Operating Systems, RDBMS, SDLC, Algorithms & Programming Fundamentals, and System Architecture skills.

### **Methods of Validation**

To pass a QP, a trainee should score an average of 70% across generic NOS' and a minimum of 70% for each technical NOS. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

### **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 SSC assessment team. After upload, only SSC can access this data.



# References

## Glossary

Term	Description
<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>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>National Occupational Standard</b>	National Occupational Standard specify the standard of performance an individual must achieve when carrying out a function in the workplace
<b>Persons With Disability</b>	Persons with Disability are those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.
<b>Integrated Development Environment</b>	An integrated development environment is a software application that provides comprehensive facilities to computer programmers for software development.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
SSC	Skill Sectors Councils
NASSCOM	National Association of Software & Service Companies
PwD	Persons with Disability
IDE	Integrated Development Environment