

QUALIFICATION FILE – Standalone NOS

AI for Educators

☐ Horizontal/Generic ☐ Vertical/Specialization

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

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

NCrF/NSQF Level: 6

Submitted By:

IT-ITeS Sector Skills Council NASSCOM (SSC NASSCOM)

Plot No. – 7, 8, 9 & 10

Sector – 126, Noida, Uttar Pradesh - 201303

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Section 1: Basic Details

1.	NOS-Qualification Name	AI for Educators																
2.	Sector/s	IT-ITeS																
3.	Type of Qualification ☐ New ☐ Revised	NQR Code & version of the existing /previous qualification: <i>(change to previous, once approved)</i>	Qualification Name of the existing/previous version: <i>(previous, once approved)</i>															
4.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval.)</i>	NG-06-IT-03875-2025-V1-NASSCOM	5. NCrF/NSQF Level: 6															
6.	Brief Description of the Standalone NOS	This course introduces teachers to the basics of AI, its role in education, and key concepts like data, ethics, and cybersecurity. It also explores AI tools for inclusive learning and strategies for professional growth.																
7.	Eligibility Criteria for Entry for a Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Relevant Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Completed 3-year UG</td> <td>1.5 years of experience</td> </tr> <tr> <td>2.</td> <td>Completed 4- year UG</td> <td></td> </tr> <tr> <td>3.</td> <td>Pursuing 1st year of PG after 4 year of UG</td> <td></td> </tr> <tr> <td>4.</td> <td>Previous 5.5 level of qualification</td> <td>1.5 years of experience</td> </tr> </tbody> </table> b. Age <21 years >:		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)	1.	Completed 3-year UG	1.5 years of experience	2.	Completed 4- year UG		3.	Pursuing 1 st year of PG after 4 year of UG		4.	Previous 5.5 level of qualification	1.5 years of experience
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4.	Previous 5.5 level of qualification	1.5 years of experience																
8.	Credits Assigned to this NOS-Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	1.5	9. Common Cost Norm Category (I/II/III) <i>(wherever applicable): II</i>															
10.	Any Licensing Requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	NA																

11.	Training Duration by Modes of Training Delivery <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i>	☐ Offline Only ☒ Online Only ☐ Blended <table border="1" data-bbox="1025 256 1711 456"> <thead> <tr> <th>Training Delivery Mode</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Online</td> <td>40</td> <td>5</td> <td>45</td> </tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i>	Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)	Classroom (offline)				Online	40	5	45
Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)											
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12.	Assessment Criteria	<table border="1" data-bbox="1025 584 1982 703"> <thead> <tr> <th>Theory (Marks)</th> <th>Practical (Marks)</th> <th>Project (Marks)</th> <th>Viva (Marks)</th> <th>Total (Marks)</th> <th>Passing %age</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>20</td> <td></td> <td></td> <td>100</td> <td>40</td> </tr> </tbody> </table>	Theory (Marks)	Practical (Marks)	Project (Marks)	Viva (Marks)	Total (Marks)	Passing %age	80	20			100	40
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80	20			100	40									
13.	Is the NOS Amenable to Persons with Disability	☒ Yes ☐ No If “Yes”, specify applicable type of Disability: Hearing or Speech impairment, Locomotor Disability												
14.	Progression Path After Attaining the Qualification, wherever applicable <i>(Please show Professional and Academic progression)</i>	NA												
15.	How participation of women will be encouraged?	The Program is gender neutral although to increase women’s participation, organizations are keeping aside a few seats to encourage female candidates												
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	<i>(Please provide assurance and plan for developing the qualification in other Indian Languages as per training requirement)) Hindi</i>												
17.	Is similar NOS available on NQR-if yes, justification for this qualification	☐ Yes ☒ No URLs of similar Qualifications:												
18.	Name and Contact Details Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Namrata Kapur Email: standards@nasscom.in Contact No.: 0120-4990111 Website: https://nasscom.in												

19.	NSQC Approval Date:11/04/2025	20. Validity Duration: 3 Years
		21. Next Review Date: 11/04/2028

Section 2: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) <i>(as per NCVET guidelines)</i>	NA
2.	Master Trainer's Qualification and experience in the relevant sector (in years) <i>(as per NCVET guidelines)</i>	NA
3.	Tools and Equipment Required for the Training	☒ Yes ☐ No <i>(If "Yes", details to be provided in Annexure)</i>
4.	In Case of Revised NOS, details of Any Upskilling Required for Trainer	NA

Section 3: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	NA
2.	Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines), (wherever applicable)</i>	NA

3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	NA
4.	Assessment Mode <i>(Specify the assessment mode)</i>	Proctored Online case study based MCQs
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☐ Yes ☐ No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

Section 4: Evidence of the Need for the Standalone NOS

Provide Annexure/Supporting documents name.

1.	Government /Industry initiatives/ requirement (Yes/No): SOAR
2.	Number of Industry validation provided: NA
3.	Estimated number of people to be trained:
4.	Evidence of Concurrence/Consultation with Line/State Departments (In case of regulated sectors): (Yes/No): NA If "No", why:

Section 5: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf/NSQF descriptors <i>(Mandatory)</i>	Present
2.	Annexure: List of tools and equipment relevant for NOS <i>(Mandatory, except in case of online course)</i>	Present

3.	Annexure: Performance and Assessment Criteria (Mandatory)	Present	
4.	Annexure: Assessment Strategy (Mandatory)	Present	
5.	Annexure: Blended Learning (Mandatory, in case selected Mode of delivery is Blended Learning)	NA	
6.	Annexure: Acronym and Glossary (Optional)	NA	
7.	Annexure/Supporting Document: Standalone NOS- Performance Criteria Details Annexure/Document with PC-wise detailing as per NOS format (Mandatory- Public view)	Present	
8.	Supporting Document: Model Curriculum (Mandatory – Public view)	NA	

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	Understand foundational AI concepts, core technologies, ethics, and applications in education.	Provides basic to intermediate theoretical knowledge required to understand and apply AI in the teaching-learning context.	6
Professional and Technical Skills/ Expertise/ Professional Knowledge	Use AI tools, apply design thinking, data analysis, and visualization in education.	Equips learners with practical technical skills and pedagogical	6

		strategies to integrate AI into classroom practices.	
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Demonstrate awareness of AI-driven career opportunities, innovation, and responsible use of technology.	Builds a growth mindset, digital confidence, and a foundation for future employment in tech-integrated education roles.	6
Broad Learning Outcomes/Core Skill	Communicate ideas effectively, use digital tools, and practice ethical judgment.	Develops communication, digital literacy, critical thinking, and ethical reasoning in the context of AI.	6
Responsibility	Act as AI-aware educators who can guide students, ensure safe use of technology, and promote inclusion.	Encourages independent responsibility, reflective practice, and the ability to support inclusive and ethical learning environments.	6

Annexure: Tools and Equipment (lab set-up)

List of Tools and Equipment

Batch Size:

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
	PC/Laptop		
	Internet		

Classroom Aids

The aids required to conduct sessions in the classroom are:

- 1.
- 2.

Annexure: Industry Validations Summary

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)

Annexure: Training Details

Training Projections:

Year	Estimated Training # of Total Candidates	Estimated training # of Women	Estimated training # of People with Disability

Data to be provided year-wise for next 3 years.

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the NOS	List Recommended Tools – for all Selected Components	Offline: Online Ratio
1	☐ Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	☐ Imparting Soft Skills, Life Skills and Employability Skills /Mentorship to Learners		
3	☐ Showing Practical Demonstrations to the learners		
4	☐ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	☐ Tutorials/ Assignments/ Drill/ Practice		
6	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	☐ On the Job Training (OJT)/ Project Work Internship/ Candidate Training		

Annexure: Standalone NOS- Performance Criteria details

1. Description: This course introduces teachers to the basics of AI, its role in education, and key concepts like data, ethics, and cybersecurity. It also explores AI tools for inclusive learning and strategies for professional growth.

2. Scope:

The scope covers the following:

- Introduce educators to foundational concepts and real-world applications of Artificial Intelligence.
- Equip teachers with skills to use AI tools ethically and effectively in classrooms.
- Promote awareness of cybersecurity and responsible digital practices.
- Support inclusive education through AI-driven strategies and tools

3. Elements and Performance Criteria

<Element Name>

To be competent, the user/individual on the job must be able to:

PC1. **Understand the importance of AI and need of AI for educators**

PC2. **Identify and explain AI/Core AI technologies and related concepts.**

PC3. Understand the importance of AI in education and other sectors

PC4. **Apply and understand basics of design thinking principles**

PC5. **Understanding the power of data interpretation and visualization tools.**

PC6. **Implements ethical, legal and social practices while using AI tools in education.**

PC7. **Demonstrates awareness of cybersecurity threats and adopt safe digital habits.**

PC8. **Incorporates AI tools to create inclusive and accessible learning environments.**

PC9. Learn to use AI for **Pedagogical Strategies**

PC 10. Learn to use AI for professional development

4. Knowledge and Understanding (KU):

The individual on the job needs to know and understand:

KU1. **Understands the fundamentals of Artificial Intelligence and its key components (ML, NLP, CV).**

KU2. **Recognizes the impact of AI on education, including opportunities and challenges.**

KU3. **Understands the importance of data, data privacy, and visualization in AI systems.**

KU4. **Demonstrates awareness of ethical, legal, and social implications of AI use.**

KU5. **Understands the role of cybersecurity in maintaining safe and responsible use of digital tools.**

5. **Generic Skills (GS):**

User/individual on the job needs to know how to:

GS1. **Communication Skills** – Able to explain AI concepts clearly to students and peers.

GS2. **Digital Literacy** – Uses digital tools and AI applications effectively in educational settings.

GS3. **Critical Thinking** – Analyzes the ethical and practical implications of AI in the classroom.

GS4. **Problem Solving** – Applies AI-based solutions and design thinking to address classroom challenges.

GS5. **Collaboration** – Works effectively with colleagues to integrate AI into teaching practices.

Annexure: Assessment Criteria

Detailed PC-wise assessment criteria and assessment marks for the NOS are as follows:

S. No.	Assessment Criteria for Performance Criteria	Theory Marks	Practical Marks	Project Marks	Viva Marks
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PC1	Understand the importance of AI and need of AI for educators	5			
PC 2	Identify and explain AI/Core AI technologies and related concepts.	10			
PC 3	Understand the importance of AI in education and other sectors	10	5		
PC 4	Apply and understand basics of design thinking principles	10	5		
PC 5	Understanding the power of data interpretation and visualization tools	10			
PC 6	Implement ethical, legal and social practices while using AI tools in education.	10	5		
PC 7	Demonstrate awareness of cybersecurity threats and adopt safe digital habits.	10	5		
PC 8	Incorporate AI tools to create inclusive and accessible learning environments.	5			
PC 9	Learn to use AI for Pedagogical Strategies	5			
PC 10	Learn to use AI for professional development	5			
Total Marks		80	20		

Annexure: Assessment Strategy

Assessment System Overview

Batch Creation & Assessment Request:

Training Providers (TP) or Training Centers (TC), including any other authorized partner of Ministry/ Department create batches / push batches on the SIDH portal. Assessment requests are submitted through the SIDH portal or via email or other media as authorized from time to time. For NON-SIDH schemes, assessment requests are received electronically or through respective State Skill Mission portals. TP/TC initiates the assessment request through the InSDMS portal and processes the payment (where applicable).

Batch Alignment & Confirmation:

Upon payment confirmation, batches are assigned to the Assessment Agency based on factors like:

- Assessment readiness
- Availability of certified assessors for the specific job role
- Assessment capping to an assessment agency as prescribed from time to time for an AB An email communication / prescribed mode communication is sent to TP/TC for confirmation of the assessment date, with IT-ITeS SSC in the loop. Once confirmation is received, the Assessment Agency designates a TOA-certified assessor to conduct or facilitate the assessment.
- Batches are only formed when the Qualification is active.

Candidate Verification & Assessment Execution:

Candidate details are verified and documented at the beginning of the assessment by a certified assessor. A Quality Assurance (QA) mechanism is enforced, requiring an undertaking from the TC. Regular feedback is collected from TP/TC to ensure continuous improvement.

Evidence Collection & Validation:

Proctors or assessors capture date/time-stamped and geo-tagged photographs of the assessment location during the process. Attendance is also ensured offline. A PC-wise result analysis is conducted to refine assessment standards.

Monitoring & Compliance:

Batch monitoring follows established protocols, ensuring adherence to assessment guidelines. Sample based surprise visits are conducted at TC locations during both training and assessments to verify compliance. This structured approach ensures transparency, quality control, and validation throughout the assessment process.

Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

Assessment Quality Assurance levels/Framework:

Proctored online assessments with case study based MCQ's.

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.