



## QUALIFICATION FILE

### Individual Sales Professional

- Short Term Training (STT)  Long Term Training (LTT)  Apprenticeship
- Upskilling  Dual/Flexi Qualification  For ToT  For ToA
- General  Multi-skill (MS)  Cross Sectoral (CS)  Future Skills  OEM

NCrF/NSQF Level: 4

Submitted By:

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## Section 1: Basic Details

1.	<b>Qualification Name</b>	Individual Sales Professional													
2.	<b>Sector/s</b>	Retail													
3.	<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> 2021/RET/RASCI/04282: Version 2.0 (Change to previous, once approved)	<b>Qualification Name of existing/previous version:</b> Individual Sales Professional												
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> (Wherever applicable)	Not Applicable													
5.	<b>National Qualification Register (NQR) Code &amp;Version</b> (Will be issued after NSQC approval)	QG-04-OR-00413-2023-V1.1-RASCI Version: 1.1	<b>6. NCrF/NSQF Level:</b> 4												
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other</b> (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate													
8.	<b>Brief Description of the Qualification</b>	Individuals in this position also known as Kiranawala/ Street Vendor (Feriwala)/business starter will earn income by conducting daily business operations with an aim to make profits. Individuals in this position work for him/herself to earn income instead of working for an employer that pays a salary/wage. An Individual in this position can also be a independent Direct Sales Agent / Salesman working for himself to make profits by selling products/ services.													
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <ul style="list-style-type: none"> <li>12th grade pass</li> <li>Completed 2nd year of 3-year diploma (after 10th) and pursuing regular diploma.</li> <li>10th grade pass and pursuing continuous schooling.</li> </ul> </td> <td>No Experience required.</td> </tr> <tr> <td>2</td> <td>10th Grade Pass</td> <td>2-year relevant experience</td> </tr> <tr> <td>3</td> <td>Previous relevant Qualification of NSQF Level 3.0</td> <td>3-year relevant experience</td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	<ul style="list-style-type: none"> <li>12th grade pass</li> <li>Completed 2nd year of 3-year diploma (after 10th) and pursuing regular diploma.</li> <li>10th grade pass and pursuing continuous schooling.</li> </ul>	No Experience required.	2	10th Grade Pass	2-year relevant experience	3	Previous relevant Qualification of NSQF Level 3.0	3-year relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)													
1	<ul style="list-style-type: none"> <li>12th grade pass</li> <li>Completed 2nd year of 3-year diploma (after 10th) and pursuing regular diploma.</li> <li>10th grade pass and pursuing continuous schooling.</li> </ul>	No Experience required.													
2	10th Grade Pass	2-year relevant experience													
3	Previous relevant Qualification of NSQF Level 3.0	3-year relevant experience													

		<b>b. Age:</b> <Please specify age only in case of any legal restrictions>				
<b>10. Credits Assigned to this Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))	15	<b>11. Common Cost Norm Category (I/II/III)</b> (wherever applicable): III				
<b>12. Any Licensing requirements for Undertaking Training on This Qualification</b> (wherever applicable)	Not Applicable					
<b>13. Training Duration by Modes of Training Delivery</b> (Specify <b>Total Duration</b> as per selected training delivery modes and as per requirement of the qualification)	<input checked="" type="checkbox"/> Offline <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Blended					
	<b>Training Delivery Modes</b>	<b>Theory (Hours)</b>	<b>Practical (Hours)</b>	<b>OJT Mandatory (Hours)</b>	<b>OJT Recommended (Hours)</b>	<b>Total (Hours)</b>
	<b>Classroom (offline)</b>	180	210	60	-	450
	<b>Online</b>	60	210	60	-	330
	(Refer Blended Learning Annexure for details)					
<b>14. Aligned to NCO/ISCO Code/s</b> (if no code is available mention the same)	NCO-2015/1120.2000					
<b>15. Progression path after attaining the qualification</b> (Please show Professional and Academic progression)	Business Leader/ Multi-Outlet Retailer					
<b>16. Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Not Applicable					
<b>17. Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:					
<b>18. Is the Job Role Amenable to Persons with Disability</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability: Locomotor Disability; Leprosy Cured Person; Speech and Language Disability; Speech and Hearing Impaired; Dwarfism;					
<b>19. How Participation of Women will be Encouraged</b>	Through women's organisations for social welfare, Higher and General education institutes, designated NGOs for Women's Welfare & Development					
<b>20. Are Greening/ Environment Sustainability Aspects Covered</b> (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
<b>21. Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
<b>22. Name and Contact Details of Submitting / Awarding Body SPOC</b> (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Name: Mr. James Raphael Email: <a href="mailto:james.raphael@rasci.in">james.raphael@rasci.in</a> Contact No: +91 22 40058210-5; Ext. 17 Website: <a href="https://www.rasci.in">https://www.rasci.in</a>					
<b>23. Final Approval Date by NSQC:</b>	<b>24. Validity Duration:</b> 3 years		<b>25. Next Review Date:</b> 26/05/2024			



## Section 2: Module Summary

### NOS/s of Qualifications

(In exceptional cases these could be described as components)

#### Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.**-Theory **Pr.**-Practical **OJT-On the Job** **Man.**-Mandatory **Training Rec.**-Recommended **Proj.** -Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					Weight age (%) (if applicable)	
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total		
1	Get licenses, follow legal policies and procedures to start/run business	RAS/N0201	Core	4	1	15	9	6	NA	30	30	70	NA	NA	100	12	
2	Perform basic accounting practices	RAS/N0202	Core	4	2	20	30	10	NA	60	30	70	NA	NA	100	12	
3	Continuously update self on new products/services offered by business	RAS/N0203	Core	4	2	23	30	7	NA	60	30	70	NA	NA	100	12	
4	Conduct daily business operations	RAS/N0204	Core	4	2	23	30	7	NA	60	30	70	NA	NA	100	12	
5	Build relationship with vendors / dealers to ensure smooth business operations and increase sales	RAS/N0205	Core	4	2	25	30	5	NA	60	30	70	NA	NA	100	12	
6	Meet health and safety requirements at place of work	RAS/N0206	Non-Core	4	1	15	10	5	NA	30	30	70	NA	NA	100	10	
7	Manage customer needs effectively through need identification and strong customer relationships	RAS/N0207	Core	4	2	25	20	15	NA	60	30	70	NA	NA	100	12	
8	Demonstrate/show creativity, newness/innovation and enthusiasm to grow business	RAS/N0208	Non-Core	4	1	10	15	5	NA	30	30	70	NA	NA	100	12	
9	Employability Skills	DGT/VSQ/N0102	Non-Core	4	2	24	36	0	NA	60	20	30	NA	NA	50	6	
<b>Duration (in Hours) / Total Marks</b>						15	180	210	60	NA	450	260	590	NA	NA	850	100

## Elective NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/N SQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Duration (in Hours) / Total Marks</b>																

## Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/N SQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Duration (in Hours) / Total Marks</b>																

## Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

**Minimum Pass Percentage – Aggregate at qualification level:** 70% (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

**Minimum Pass Percentage – NOS/Module-wise:**     % (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

### Section 3: Training Related

1.	<b>Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	<ul style="list-style-type: none"> <li>• Retail Diploma/Graduate with 5 years of experience in Retail Store Operations or Sales including minimum 2 years of supervisory experience for more details refer: <a href="https://rasci.in/downloads/RASCI%20TOT%20Process%20Note.pdf">https://rasci.in/downloads/RASCI%20TOT%20Process%20Note.pdf</a> OR</li> <li>• Retail Diploma/Graduate with 5 years of experience in Retail Store Operations or Sales including minimum 2 years of supervisory training experience (who has trained team leaders and above or has functioned as a master trainer) for more details refer: <a href="https://rasci.in/downloads/RASCI%20TOT%20Process%20Note.pdf">https://rasci.in/downloads/RASCI%20TOT%20Process%20Note.pdf</a></li> </ul>
2.	<b>Trainer's Qualification and experience for Employability skills</b>	<ul style="list-style-type: none"> <li>• Graduate in any discipline with 2 years of Training Experience</li> <li>• Certified current EEE trainers with 155 hours from Management SSC (MEPSC)</li> <li>• Certified Trainer in Qualification Pack: Trainer (MEP/Q0102)</li> </ul> <p>Prospective ES trainer should:</p> <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> <li>•</li> </ul>
3.	<b>Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>	<ul style="list-style-type: none"> <li>• Diploma with minimum of 5 years if relevant training experience and minimum 5 years of relevant sectorial experience <b>OR</b></li> <li>• Graduate with minimum of 5 years if relevant training experience and minimum 3 years of relevant sectorial experience <b>OR</b></li> <li>• Postgraduate with minimum of 5 years if relevant training experience and minimum 2 years of relevant sectorial experience</li> </ul>
4.	<b>Master Trainers Qualification and Experience for Employability Skills</b>	<ul style="list-style-type: none"> <li>• Graduate in any discipline with 3 years in Employability Skills curriculum training experience with an interest to train as well as orient other peer trainers</li> <li>• Certified Master Trainer in Qualification Pack: Master Trainer (MEP/Q2602) with 3 years of experience in EEE training of Management SSC (MEPSC) (155 hours)</li> </ul> <p>Prospective ES Master trainer should:</p> <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> <li>• have attention to detail</li> <li>• be adaptable</li> <li>• have willingness to learn</li> </ul>

		<ul style="list-style-type: none"><li>• be able to grasp concepts fast and is creative with teaching practices and likes sharing back their learning with others</li></ul>
5.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
6.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	NA

## Section 4: Assessment Related

1.	<b>Assessor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	<ul style="list-style-type: none"> <li>• Retail Diploma/Graduate with 5 years of experience in Retail Store Operations or Sales including minimum 2 years of supervisory experience for more details refer: <a href="https://rasci.in/downloads/RASCI%20TOA%20Process%20Note.pdf">https://rasci.in/downloads/RASCI%20TOA%20Process%20Note.pdf</a></li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Retail Diploma/Graduate with 5 years of experience in Retail Store Operations or Sales including minimum 2 years of supervisory training experience (who has trained team leaders and above or has functioned as a master trainer) for more details refer: <a href="https://rasci.in/downloads/RASCI%20TOA%20Process%20Note.pdf">https://rasci.in/downloads/RASCI%20TOA%20Process%20Note.pdf</a></li> </ul>
2.	<b>Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	12th grade pass with 2 years of experience in exam invigilation including minimum 1 year exam proctoring experience on a digital assessment platform.
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	<ul style="list-style-type: none"> <li>• Diploma with minimum of 5 years if relevant training/ supervisory experience and minimum 5 years of relevant sectorial experience <b>OR</b></li> <li>• Graduate with minimum of 5 years if relevant training/ supervisory experience and minimum 3 years of relevant sectorial experience <b>OR</b></li> <li>• Postgraduate with minimum of 5 years if relevant training/ supervisory experience and minimum 2 years of relevant sectorial experience</li> </ul>
4.	<b>Assessment Mode</b> (Specify the assessment mode)	Online on physically proctored/ remote proctored digital assessment platform with comprehensive auditable trails
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

## Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Yes
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> Yes
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes
4.	<b>Number of Industry validation provided:</b> 05
5.	<b>Estimated nos. of persons to be trained and employed:</b> 35667
6.	<p><b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> NO</p> <p>If "No", why: The qualification is a revised version after addition of employability skills and OJT for the already existing valid NQR Qualification with NQR code 2021/RET/RASCI/04282 which already has concurrence from the line ministry and was submitted during the erstwhile NSQC meeting.</p>

**Note:** The qualification is a revised version after alignment with NCrF & NSQF framework and addition of employability skills & OJT for the already existing valid NQR Qualification with NQR code 2021/RET/RASCI/04282 which has the requisite number of industry validations.

## Section 6: Annexure & Supporting Documents Check List

*Specify Annexure Name / Supporting document file name.*

1.	<b>Annexure:</b> NCrF /NSQF level justification based on NCrF level/NSQF descriptors <i>(Mandatory)</i>	<i>Enclosed</i>
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	<i>Enclosed</i>
3.	<b>Annexure:</b> Detailed Assessment Criteria <i>(Mandatory)</i>	<i>Enclosed</i>
4.	<b>Annexure:</b> Assessment Strategy <i>(Mandatory)</i>	<i>Enclosed</i>
5.	<b>Annexure:</b> Blended Learning <i>(Mandatory, in case selected Mode of delivery is “Blended Learning”)</i>	<i>Enclosed</i>
6.	<b>Annexure:</b> Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	<i>Not Applicable</i>
7.	<b>Annexure:</b> Acronym and Glossary <i>(Optional)</i>	<i>Enclosed</i>
8.	<b>Supporting Document:</b> Model Curriculum <i>(Mandatory – Public view)</i>	<i>Enclosed</i>
9.	<b>Supporting Document:</b> Career Progression <i>(Mandatory - Public view)</i>	<i>Enclosed</i>
10.	<b>Supporting Document:</b> Occupational Map <i>(Mandatory)</i>	<i>Enclosed</i>
11.	<b>Supporting Document:</b> Assessment SOP <i>(Mandatory)</i>	<i>Enclosed</i>
12.	<b>Any other document you wish to submit:</b>	

## 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
<b>Professional Theoretical Knowledge/Process</b>	The person holding the position is expected to have an specialized operational knowledge and understanding of the facts, procedures, and principles used in business, including knowledge of the goods and services they offer, an understanding of basic accounting principles, basic statutory compliance and financial aspects including the knowledge on tools and equipment that are required at the workplace.	The individual is required to: <ul style="list-style-type: none"> <li>• Possess specialized knowledge of procedures employed in both routine and non-routine contexts.</li> <li>• Possess specialized operational knowledge and understanding.</li> <li>• Have complete knowledge of concept of time required for delivery; and Quality for a range of issues.</li> <li>• Have knowledge of collecting and interpreting the available information, drawing conclusions &amp; communicating the same.</li> <li>• Understand the financial and feasibility aspect of various work/ solutions options</li> </ul>	4
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	The individual needs to apply specialized professional and technical skills in acquiring customers and selling products and services to them by implementing basic sales and marketing procedures. Identify and resolve routine problems occurring in the business on a day to day basis. Must be able to use the tools and equipment with required speed and accuracy.	The individual is required to: <ul style="list-style-type: none"> <li>• Possess specialized professional and technical skills; displays clarity of professional knowledge and technical skills in broad range of activities/ tasks.</li> <li>• Apply the required knowledge for successfully implementing or applying techniques/ processes in a specific field/ job role</li> <li>• Have ability to gain, and where relevant apply a range of knowledge, skills and understanding.</li> <li>• Clearly identify the relevant tools; and has advanced knowledge of materials in most routine/ nonroutine.</li> <li>• contexts.</li> <li>• Possess the required operational skills for the work.</li> <li>• Be skilled to deliver job/ work with the required precision.</li> <li>• Have capabilities of carrying out a choice of processes and procedures within the range of familiar / unfamiliar contexts.</li> </ul>	4
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	The individual is responsible for running a micro enterprise and make profits out of selling products and services whilst ensuring the customer satisfaction. Therefore, the individual needs to be self-motivated and bear an entrepreneurial mindset always whilst applying the best of the communication skills to communicate in oral and written mode with the stakeholders	The individual is required to: <ul style="list-style-type: none"> <li>• Have much broader Employability Skills including understanding of career planning, digital skills, financial and legal literacy.</li> <li>• Have Good Communication skills, both oral and written.</li> <li>• Have Initiative and Leadership Abilities including advanced literacy and Numeracy skills.</li> <li>• Have good skills for self-employment and entrepreneurship skills/ entrepreneurial Mind-set which may potentially create job for more persons (say 3 to 5)</li> </ul>	4

		<ul style="list-style-type: none"> <li>• Have Skills for accurate workshop/ mathematical calculation and estimations and understanding of arithmetic and algebraic principles.</li> <li>• Comfortably use most of the basic digital tools, has clear understanding of Financial and Digital literacy, Aadhaar and Mobile, uses digital payments etc. with proficiency.</li> <li>• Have good understanding of Constitutional values &amp; Citizenship, inclusion, and diversity.</li> <li>• Have very good understanding of social political and work environment</li> </ul>	
<b>Broad Learning Outcomes/Core Skill</b>	The individual is responsible to carry out routine tasks on the job from initially engaging the customer, understanding needs of the customer and assisting them to purchase suitable products and ensure satisfaction including providing resolutions to the most common customer problems.	<p>The individual is required to:</p> <ul style="list-style-type: none"> <li>• Carry out a specialized job/ work/ tasks in a familiar/ unfamiliar, predictable/ unpredictable, routine/ non-routine, situation of multiple options/ choices.</li> <li>• Identify the problems and a wider possible range of solutions with pros and cons in production/ services.</li> <li>• Perform complex tasks by himself without many instructions and supervision.</li> <li>• Apply related occupational safety &amp; general hygiene norms and environmental aspects.</li> <li>• Have end to end clear understanding of development, production, quality parameters, and delivery and marketing processes.</li> <li>• Apply range of well -developed technical skills with clarity of activities involving clear choices within familiar contexts.</li> <li>• Has knowledge and is able to continuously improve processes which the individual uses for concerned job roles</li> <li>• Have information of associated risks with related job roles</li> <li>• Use discretion and judgement over a range of known responses to familiar problems.</li> </ul>	4
<b>Responsibility</b>	The individual is responsible for their own employment and are required to get the work done from the assistants whilst being skilled in operating and using a range of tools and equipment applicable in routine and familiar contexts of work.	<p>The individual is required to:</p> <ul style="list-style-type: none"> <li>• Take complete responsibility for delivery and quality of own work and output as also the subordinates.</li> <li>• Share responsibility for the group tasks.</li> <li>• Work as a highly skilled master technician</li> <li>• Perform all non-standard procedures and non-routine tasks with confidence.</li> </ul>	4

## Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Calculator	Casio or equivalent	2
2	Shopping Basket/Shopping Cart	60L capacity, non-Branded	1
3	Dummy products for merchandising	Random assortment of FMCG Stock, Multibranded	30
4	Product signages	information on product category	10
5	Pre - Printed Bill Book With Product Details	orientation purpose	10
6	Table/Chair/Stall	Size 38" X 18" X 28", Fabricated	1
7	Dummy Product Detailers / Product Catalog	Dummy detailers, Non-Branded	20
8	Sample statutory compliance documents such as Registration copy / Challan Copy/ Shops & Establishments Certificate/License	Customised	20
9	Weighing scale / Hand scale	Multibranded	1
10	Crate	Crate size 54X36X29	2
11	Cash Box	Non-Branded	2
12	Sample visiting card	Customised	15
13	Company Brochure	Customised	15
14	Sample contact list of local/government bodies	Customised	15
15	Customer Visit Planner /Calendar	Customised	15
16	Handouts for financing options such as Mudra loans or financial schemes	Customised	15
17	Digital Payment Scheme handouts	Customised	15
18	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
19	UPS		As required
20	Scanner cum Printer		As required
21	Computer Tables		As required
22	Computer Chairs		As required
23	LCD Projector		As required
24	White Board	1200mm x 900mm	As required

## Classroom Aids

The aids required to conduct sessions in the classroom are:

1. LCD Projector
2. Desktop / Laptop computer with internet connections
3. white board and white board marker
4. pen & notepad
5. Participant Handbook
6. Faculty Guide
7. Presentation deck

### Annexure: Industry Validations Summary

*Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.*

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Amway India Enterprises	Marc Kakkar	Manager Training Operations	Haryana	9560960045	<a href="mailto:marc.amit.kakkar@amway.com">marc.amit.kakkar@amway.com</a>	-
2	MILIFESTYLE MARKETING	Alok Pandey	Vice President	Chennai	9820948818	<a href="mailto:alok@milifestylemarketing.com">alok@milifestylemarketing.com</a>	-
3	Blulife Marketing Pvt Ltd.	Ranjit Dayanandan	Chief Operating officer	Karnataka	9341235098	<a href="mailto:ranjit@blulife.in">ranjit@blulife.in</a>	-
4	Lifestyle International Pvt LTD	P Anand Ram	AVP Retail operations	Kerala	8606998283	<a href="mailto:Peddiraju.anandram@landmarkgroup.in">Peddiraju.anandram@landmarkgroup.in</a>	-
5	Vestige Marketing	Siddharth Sharma	Regional Manager	New Delhi	8860854655	<a href="mailto:siddharth@myvestige.com">siddharth@myvestige.com</a>	-

## Annexure: Training & Employment Details

### Training and Employment Projections: -

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023-24	20381	14267	8153	5707	611	428
2024-25	45858	32100	18343	12840	1376	963
2025-26	35667	24967	14267	9987	1070	749

**Note:** Tentative projection for next 3 Years

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

### Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
1.0	2019-20	1,52,762	1,49,435	1,27,197	1,27,118	-	-	-	-	-	-	-	-
1.0	2020-21	584	541	496	406	-	-	-	-	-	-	-	-
2.0	2021-22	6,953	5,816	5,075	4,480	-	-	-	-	-	-	-	-

*Applicable for revised qualifications only, data to be provided year-wise for past 3 years.*

### List Schemes in which the previous version of Qualification was implemented:

1. PMKVY
2. B.Voc
3. SULM
4. State Development Missions
5. NAPS
6. Fee Based
7. Industry-funded / CSR.

### Content availability for previous versions of qualifications:

Participant Handbook  Facilitator Guide  Digital Content  Qualification Handbook  Any Other:

**Languages in which Content is available:** English.

## 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 Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input checked="" type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	<ul style="list-style-type: none"> <li>• Books/ e-books,</li> <li>• Presentations,</li> <li>• Reference Material</li> <li>• eContent</li> <li>• Video/ Virtual classroom sessions</li> </ul>	0:100
2	<input checked="" type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	<ul style="list-style-type: none"> <li>• Self-Learning Videos</li> <li>• Video/ Virtual classroom sessions</li> </ul>	50:50
3	<input checked="" type="checkbox"/> Showing Practical Demonstrations to the learners	<ul style="list-style-type: none"> <li>• Self-Learning Videos</li> <li>• Drill &amp; Practice in Virtual classroom sessions</li> </ul>	60:40
4	<input checked="" type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	<ul style="list-style-type: none"> <li>• Video/ Virtual Video Sessions for roleplays</li> </ul>	70:30
5	<input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	<ul style="list-style-type: none"> <li>• Online Question Bank</li> <li>• Mobile Quick test app</li> <li>• MCQ based tests</li> </ul>	0:100
6	<input checked="" type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	<ul style="list-style-type: none"> <li>• Digital assessment platforms for online assessments with auto proctoring and physical proctoring ability</li> </ul>	0:100
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	Not Applicable	

### Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>RAS/N0201: Get licenses, follow legal policies and procedures to start/run business</b>	Identify local corporations/authorities that have a bearing on the particular business process	3	7	-	-
	Build and maintain relationships with the key persons to ensure smooth functioning of business	1.5	3.5	-	-
	Get permissions and compliances as per legal requirements	3	7	-	-
	Complete business registration and other legal formalities	3	7	-	-
	Examine legal options for the most suitable type of business structure	1.5	3.5	-	-
	Seek legal and accounting expertise as required to inform final decision regarding business structure	1.5	3.5	-	-
	Describe policies and procedures that have a bearing on the business	1.5	3.5	-	-
	Describe the relevant rules and legislative policies	1.5	3.5	-	-
	Conform to the rules and policies for smooth functioning of business	1.5	3.5	-	-
	Describe the concept of minimising losses and maximising gains	1.5	3.5	-	-
	Secure information on purchase rights to products and services and ensure full understanding of their implications	1.5	3.5	-	-
	Establish cost of procurement rights to products and services (if applicable)	3	7	-	-
	Determine brand ownership and protection rights	3	7	-	-
	Describe processes related to handling of goods, equipment and hazardous material involved in the business	1.5	3.5	-	-
	Understand hazards and risks involved in the above processes	1.5	3.5	-	-
<b>Total Marks</b>		<b>30</b>	<b>70</b>	<b>-</b>	<b>-</b>
<b>RAS/N0202 Perform basic accounting practices</b>	Assess and identify source of funding and what is needed to secure that funding	3	7	-	-
	Plan, monitor and record the cash flow	3	7	-	-
	Open and manage a bank account	3	7	-	-
	Control costs through assessment and interpretation of information on costs and resource allocation	3	7	-	-
	Prepare budget to help better planning and management of finances	3	7	-	-
	Control budget through monitoring of various financial elements such as an income vis-a-vis expenditure, profit vis-a-vis loss etc. And correct deviations	3	7	-	-
	Understand elements of basic financial accounting	1.5	3.5	-	-

	Conduct basic accounting tasks	3	7	-	-
	Create and maintain reports	1.5	3.5	-	-
	Describe sources of profits and causes of losses as reflected in the reports	3	7	-	-
	Understand possible fraudulent activities related to monetary transactions	1.5	3.5	-	-
	Implement security procedures and checks to prevent monetary losses due to fraudulent activities	1.5	3.5	-	-
	<b>Total Marks</b>	<b>30</b>	<b>70</b>	<b>-</b>	<b>-</b>
<b>RAS/N0203: Continuously update self on new products/services offered by business</b>	Describe the products/services involved in the business	4.5	10.5	-	-
	Understand the market trend with respect to sales patterns	4.5	10.5	-	-
	Identify related products/services and possible opportunities with respect to up- selling, cross-selling, expansion of business etc.	3	7	-	-
	Describe the concept of sourcing and processing product and service data relevant to business	3	7	-	-
	Maintain accurate and current details of products and services in product database	3	7	-	-
	Conduct study of products/services offered by competition	3	7	-	-
	Operate relevant equipment involved in business	4.5	10.5	-	-
	Describe the precautions and maintenance required	1.5	3.5	-	-
	Identify and describe new technologies that can improve efficiencies and reduce risks	3	7	-	-
	<b>Total Marks</b>	<b>30</b>	<b>70</b>	<b>-</b>	<b>-</b>
<b>RAS/N0204: Conduct daily business operations</b>	Identify target audience profile/market	1.5	3.5	-	-
	Identify buying patterns of customers to define assortments and modify them as per trends observed	3	7	-	-
	Identify customers easy to access in order to target selling to them	1.5	3.5	-	-
	Identify products being offered by competitors/other players in the locality	1.5	3.5	-	-
	Select the right medium of promotions	1.5	3.5	-	-
	Organize resources depending upon the marketing medium	1.5	3.5	-	-
	Plan budget requirements for the promotional programs	1.5	3.5	-	-
	Track and monitor effectiveness of the promotional programs	1.5	3.5	-	-
	Assess inventory/procuring capacity as per costs involved	1.5	3.5	-	-
	Assess operational costs	1.5	3.5	-	-
	Calculate projected break-even point	1.5	3.5	-	-
	Take steps to prevent inventory losses	1.5	3.5	-	-
	Calculate profits and margins	1.5	3.5	-	-
	Define targets to achieve business gains	1.5	3.5	-	-
	Ensure required inventory is on hand	1.5	3.5	-	-
Match logistics of delivery to inventory supply requirements	1.5	3.5	-	-	

	Monitor stock levels and maintain them at required levels	1.5	3.5	-	-
	Coordinate stock take or cyclical count	1.5	3.5	-	-
	Plan for contingencies	1.5	3.5	-	-
	<b>Total Marks</b>	<b>30</b>	<b>70</b>		
<b>RAS/N0205: Build relationship with vendors / dealers to ensure smooth business operations and increase sales</b>	communicate clearly in the required local language	3.6	8.4	-	-
	articulate clearly and coherently	2.1	4.9	-	-
	respond appropriately	2.1	4.9	-	-
	identify where to get help and information from	3.6	8.4	-	-
	understand what is required from specific vendors	3.6	8.4	-	-
	express need clearly and get into workable relationship with vendor/s	2.1	4.9	-	-
	negotiate with vendors for better deal	3.6	8.4	-	-
	ensure proper contracting with vendors	3.6	8.4	-	-
	ensure minimisation of possible risks and losses in vendor relationships	3.6	8.4	-	-
	understand best practices and maintain cordial relationships	2.1	4.9	-	-
	<b>Total Marks</b>	<b>30</b>	<b>70</b>	-	-
<b>RAS/N0206: Meet health and safety requirements at place of work</b>	Wash hands with clean water and soap in order to keep them clean at all times	1.5	3.5	-	-
	Wear clean and washed clothes every day	1	2	-	-
	Be presentable and well-groomed to service customers of all types	1.5	3.5	-	-
	Use separate and clean handkerchief/cloth for wiping off perspiration or dust	1	2	-	-
	Keep the cleaning aids dry and clean	1	2	-	-
	Avoid sneezing or coughing around the area of work	1	2	-	-
	Sweep the surrounding area to create a tidy atmosphere	1.5	3.5	-	-
	Drain out or dry off any accumulation of stale water in the form of small pools, etc., which can be breeding ground for mosquitoes	1	2	-	-
	Use government approved disposal stations or appropriately large waste bins to store and dispose-off collected waste	1.5	3.5	-	-
	Advise customers to throw waste at designated bins or waste areas	1	2	-	-
	Prevent development of clean areas into unauthorised waste dump yards over time, in coordination with co-vendors	1	2	-	-
	Describe ways and means to handle emergency situations like fire, robbery, riots etc.	1.5	3.5	-	-
	Describe ways and means to mitigate risks to people and property during emergencies	1	2	-	-
	Avoid locating the vending cart near heaps of dumped industrial or food waste with pests around	1	2.5	-	-
	Ensure that all waste is collected and disposed-off safely at the end of the day at the nearest waste disposal station	1.5	3.5	-	-
	Ensure that wastewater is drained-off in closed drains or in a designated way	1	2.5	-	-

	Describe other ways to maintain cleanliness. Not to litter and dump waste in an unauthorized area	1	2.5	-	-
	Understand the various work hazards	1.5	3.5	-	-
	Take necessary steps to eliminate or minimize hazards	1	3.5	-	-
	Describe the causes of accidents at the workplace and identify measures to prevent such accidents from taking place	1	2.5	-	-
	Take preventive measures to avoid risk of burns and other injury	1	2.5	-	-
	Check and review the storage areas frequently	1	2.5	-	-
	Stack items in an organized way and use safe lifting techniques to reduce risk of injuries from handling procedures at the storage areas	1	3.5	-	-
	Follow health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies	1	2	-	-
	Display safety signs at places where necessary for people to be cautious	1	2	-	-
	Adhere to safety standards and ensure no material damage	1.5	3.5	-	-
	<b>Total Marks</b>	<b>30</b>	<b>70</b>	<b>-</b>	<b>-</b>
<b>RAS/N0207: Manage customer needs effectively through need identification and strong customer relationships</b>	Identify target customers	3	7	-	-
	Understand and assess target customer need and desire	3	7	-	-
	Identify possible options to satisfy customer need	3	7	-	-
	Present options in an attractive manner that are mutually beneficial in nature	3	7	-	-
	Establish rapport with customers and express genuine interest to clarify customer requirements and enhance outcomes	3	7	-	-
	Maximise sales opportunities by use of add-on and complementary sales techniques	1.5	3.5	-	-
	Provide customer with detailed information about the product/service	3	7	-	-
	Build relationships with customers to generate referrals	1.5	3.5	-	-
	Collect feedback to improvise to increase business returns and reach	1.5	3.5	-	-
	Manage on time delivery service fulfilment	3	7	-	-
	Implement customer loyalty programs like vouchers, promotions	1.5	3.5	-	-
	Plan and implement sales presentations	1.5	3.5	-	-
	Understand customer complaints and problems and support difficult customers to produce positive outcome	1.5	3.5	-	-
<b>Total Marks</b>	<b>30</b>	<b>70</b>	<b>-</b>	<b>-</b>	
<b>RAS/N0208: Demonstrate/show creativity, newness/innovation and enthusiasm to grow business</b>	Identify opportunities and create solutions to face uncertainties	4.2	9.8	-	-
	Expand business in other fields/line of business as desired	6	14	-	-
	Innovate and improvise to pick up performance	4.2	9.8	-	-
	Participate in discussions/workshops and engage with other successful vendors	4.8	11.2	-	-
	Drive self-development through available media	6	14	-	-
	Identify and gain certifications in related line of business	4.8	11.2	-	-
	<b>Total Marks</b>	<b>30</b>	<b>70</b>	<b>-</b>	<b>-</b>

<b>DGT/VSQ/N0102 Employability Skills</b>	Introduction to Employability Skills	1	1	-	-
	Constitutional values - Citizenship	1	1	-	-
	Becoming a Professional in the 21st Century	2	4	-	-
	Basic English skills	2	3	-	-
	Career development & goal setting	1	2	-	-
	Communication skills	2	2	-	-
	Diversity & inclusion	1	2	-	-
	Financial and Legal Literacy	2	3	-	-
	Essential digital skills	3	4	-	-
	Entrepreneurship	2	3	-	-
	Customer service	1	2	-	-
	Getting Ready for Apprenticeship & Jobs	2	3	-	-
	<b>Total Marks</b>	<b>20</b>	<b>30</b>	-	-
<b>Grand Total</b>	<b>260</b>	<b>590</b>	-	-	

## Annexure: Assessment Strategy

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

*Mention the detailed assessment strategy in the provided template.*

### 1. Assessment System Overview:

- Batches are assigned to the NCVET recognised RASCI empaneled Assessment Agencies(AA) for conducting all Government funded NSQF assessment on SIP and or email 7 days to 15 days in advance or based on the availability of the complete information received from the training entities on completion dates and receipt of assessment fee for assessment of the training batches.
- Assessment Agencies (AA) send the assessment confirmation to VTP/TC looping RASCI within 24 hours of receipt of information on assessment assignment from RASCI.
- Assessment agency reviews the assessment centre/ Training Centre (TC)/ VTP centre before the commencement of assessments against the prescribed infrastructure and equipment.
- Assessment agency deploys the certified Assessor or Certified Proctor for executing the assessment.
- The assessment will be conducted online on digital devices such as computers, Tabs, Laptops, Smart Phones either through web browser or apps having the ability to auto proctor and remote physical proctor the assessments.
- The candidate/ learner must possess the OJT completion certificate duly signed and stamped by the authorised signatory on the letter head of the employer where the OJT was imparted. The candidates/ learners without the OJT completion certificate must not be allowed to undertake the assessments.
- **Theory Assessment (Online):** Theory assessments will be Multiple Choice Questions (MCQ) based.
- **Practical:** This test will be administered through online digital assessment platform through case study / scenario based multiple choice questions on digital devices such as computers, Tabs, Laptops, Smart Phones either through web browser or apps having the ability to auto proctor and remote physical proctoring.
- **A certified assessor intervention is Not mandatory** for this qualification as the assessments are conducted completely online on digital platform with comprehensive auditable trails under the supervision of qualified/ certified proctor(s). The results are auto determined by the digital assessment platform without a need for human intervention.
- Assessment Agency must ensure the Assessor/ Proctor arrives 1 hour before the commencement of assessments.
- Assessment agency confirms the commencement and conduct of assessments to the training entity and RASCI provided the Assessment centre/ TC/ VTP Centre for assessment complies to the infrastructure and equipment prescribed by RASCI for conduct of assessments.
- The assessment agency monitors and records the proceedings of the assessment on ground and will share the access of live feeding/ audit trails of the proceedings from its digital assessment platform.

- RASCI monitors/ audits the assessment process & records.
- **For Remote Online Assessments:** AA must follow and implement all the guidelines of RASCI for conducting remote online assessments.

## 2. Testing Environment:

- AA/ Assessor/ Proctor to note the Assessment location, date and time.
- If the batch size is more than 30, then there should be 2 Assessors/ proctors deployed by the AA.
- The assessor and proctors must conduct the orientation session to the candidates on the assessment protocols and processes as prescribed by RASCI.
- Check and confirm that the allotted time to the candidates to complete Theory & Practical Assessment is correct as per the assessment blueprint.
- Assessment centre/ TC/ VTP centre must verify the identity of the Assessor/ Proctor in alignment with the SOP for assessments released by RASCI.
- The Assessor/ Proctor of the AA must verify the identity and the training attendance of the candidate as per the scheme and or RASCI assessment SOP.
- Only those candidates complying with the requisite training attendance prescribed by the scheme guidelines and or RASCI guidelines must be allowed to proceed and undertake the assessments.
- AA will be held responsible for any deviation on the above and will be levied penalties including revoking of Assessment Agency status of RASCI as per NCVET guidelines and RASCI assessment guidelines.
- The Assessment Centre/ VTP/TC including the Assessment Agency, Assessor and or Proctor will adhere to all the guidelines under the SOP for assessments of RASCI.
- **For Remote Online Assessments:** AA must follow and implement all the guidelines under conducting remote online assessments.

## 3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) from the Assessment Agency and are verified by the other SME and approved by RASCI.
- Questions are mapped to the specified assessment criteria/ assessment blueprint approved by RASCI for the qualification.
- Assessor must be ToA certified/ Proctor must be certified as per the guidelines of RASCI.
- Trainer must be ToT Certified by RASCI on this qualification and must possess a valid ToT certificate during the conduct of training of the batch being assessed.
- Assessor/ Proctor must verify the validity of the ToT certificate of the trainer.
- The assessment must **NOT** be allowed to continue if the ToT certificate of the trainer was or is not valid during the duration/ tenure of training of the batch being assessed.
- Ensure all assessment data and evidence is collected and stored as per the requirements.

- AA/ Assessor/ Proctor must report any noncompliance/ malpractices to RASCI immediately.
- The Assessment Centre/ VTP/TC including the Assessment Agency, Assessor and or Proctor will adhere to all the guidelines under the SOP for assessments of RASCI.
- **For Remote Online Assessments:** AA must follow and implement all the guidelines under conducting remote online assessments.

#### 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- The attendance sheet signed by the candidates with the declaration certifying the validity of the candidate by the VTP/ TC Official/ Assessment Centre official with stamp/ seal and signature of the authorised signatory of VTP/TC/ Assessment Centre.
- Every candidate must produce their mandatory OJT Completion Certificate duly signed and stamped from the authorised signatory of the employer where the OJT was completed. The copy of the same must be collected and stored by the assessor/ proctor/ AA and submitted to RASCI/ AB on demand.
- Assessment attendance sheets co-certified by Assessor/ Proctor
- Training attendance records of the candidate, AEBAS attendance records wherever applicable.
- Feedback forms prescribed by RASCI on the assessment process from the assessed candidates.
- Group Photograph of the trainees, assessor and training centre officials with geotagging and time stamp.
- The soft copy of the answer sheets and or hard copies including marking sheet signed by the Assessor/ Proctor approved by authorised official of Assessment Agency with signature and stamp.
- Video recording and still photographs (minimum 5) of the entire assessment process of the batch supported by video recording and intermittent still photographs on the digital assessment platform of each candidate while she/ he is undergoing assessments.
- The credibility score report on the digital online assessment platform in alignment with RASCI SOP for assessment.
- A timestamped image of the candidate on the assessment platform including the image of the Govt. authorised identity card of the candidate must be made available once the candidate takes the assessment.
- A timestamped image of the candidate is available once the candidate takes the assessment.
- **Candidate Photograph/ ID photograph:** A candidate snapshot and his/her ID snapshot is being captured before the candidate is allowed to start the test.
- **Assessment Logs:** AA Maintains a detailed audit log of each assessment that is administered. Audit logs should be recoverable on requests from RASCI. Assessment audit log should include:
  - The time when the assessment is being started.

- Flags in case an additional person is there
  - Flags in case candidate navigate away from the window.
  - Candidate away from the test window
  - Any other device spotted.
  - The time when the candidate finishes the test.
  - Question wise and NOS-wise summary of the attempt
  - Response sheets/ Answer sheets including the question paper.
  - All applicable other credibility scores including the above of the candidate.
- **For Remote Online Assessments:** AA must follow and implement all the guidelines under conducting remote online assessments.

#### **5. Method of verification or validation of assessment processes:**

- AA must provide the live feed access to RASCI through the appropriate digital infrastructure such as IP camera etc to seamlessly to remotely monitor the assessments happening at the Assessment centre/ VTP Centre/ TC.
- Surprise visit to the assessment location by RASCI authorised personnel and or agency including RASCI officials

#### **6. Method for assessment documentation, archiving, and access**

- Hard and hard copies converted to soft copies of the documents are stored.
- The assessment logs including the response sheets and documentation recommended by RASCI from time to time must be maintained by the AA in soft and hard form for 5 years and access to validate/ Audit and comment must be provided to RASCI.
- The documentation mentioned in the above SI No 1 to SI No 6 needs to be archived on the cloud server and maintained by the Assessment Agency soft form with a constant seamless access being provided to RASCI by AA. The hard copies of the same needs to be maintained by AAs and given access to RASCI on demand.

**On the Job:** Not Applicable to this Qualification

## Annexure: Acronym and Glossary

### Acronym

Acronym	Description
<b>AA</b>	Assessment Agency
<b>AB</b>	Awarding Body
<b>ISCO</b>	International Standard Classification of Occupations
<b>NCO</b>	National Classification of Occupations
<b>NCrF</b>	National Credit Framework
<b>NOS</b>	National Occupational Standard(s)
<b>NQR</b>	National Qualification Register
<b>NSQF</b>	National Skills Qualifications Framework
<b>OJT</b>	On the Job Training

### Glossary

Term	Description
<b>National Occupational Standards (NOS)</b>	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.
<b>Qualification</b>	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
<b>Qualification File</b>	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.
<b>Sector</b>	A grouping of professional activities based on their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>