



QUALIFICATION FILE

Sound Designer

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: **NSQF Level 5**

Submitted By

Media & Entertainment Skills Council

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110025

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Section 1: Basic Details

1.	Qualification Name	Sound Designer													
2.	Sector/s	Media and Entertainment													
3.	Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: 2022/ME/MESC/05223 V2.0	Qualification Name of existing/previous version:												
4.	a. OEM Name b. Qualification Name (Wherever applicable)														
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	2022/ME/MESC/05223 V3.0	6. NCrF/NSQF Level: NSQF Level 5												
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure))	Certificate													
8.	Brief Description of the Qualification	Individuals at this job design the sound concept for a production and select the studios/equipment for recordings													
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1" style="margin-left: 20px;"> <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>Graduate</td> <td>one-year relevant experience</td> </tr> <tr> <td>2</td> <td>Sound Editor / Engineer NSQF Level-4</td> <td>three year of relevant experience</td> </tr> <tr> <td>3</td> <td>Class XII</td> <td>five years of relevant experience</td> </tr> </tbody> </table> b. Age: <Please specify age only in case of any legal restrictions>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Graduate	one-year relevant experience	2	Sound Editor / Engineer NSQF Level-4	three year of relevant experience	3	Class XII	five years of relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)													
1	Graduate	one-year relevant experience													
2	Sound Editor / Engineer NSQF Level-4	three year of relevant experience													
3	Class XII	five years of relevant experience													
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	18	11. Common Cost Norm Category (I/II/III) (wherever applicable): III												
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA													

13.	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>)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended					
		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)
		Classroom (offline)	180	360			540
		Online					
		<i>(Refer Blended Learning Annexure for details)</i>					
14.	Aligned to NCO/ISCO Code/s (<i>if no code is available mention the same</i>)	NCO 2015- 2153.0511					
15.	Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>)	<ul style="list-style-type: none"> • Music Programmer • Music Composer • Director of Audiography 					
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi					
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:					
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:					
19.	How Participation of Women will be Encouraged	The Qualification is Agnostic of Gender					
20.	Are Greening/ Environment Sustainability Aspects Covered (<i>Specify the NOS/Module which covers it</i>)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
22.	Name and Contact Details of Submitting / Awarding Body SPOC (<i>In case of CS or MS, provide details of both Lead AB & Supporting ABs</i>)	Name: Mohit Soni Position in the organization: Chief Executive Officer Address if different from above: Tel number(s): 01149048335/ 49048336 E-mail address: ceo@mescindia.org					
23.	Final Approval Date by NSQC: 27/01/2022	24. Validity Duration: 5 Years			25. Next Review Date: 25/01/2027		

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					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Conceptualise sound concepts	MES/N3401	Core	5	4	30	90			120	40	60			100	30
2.	Select sound equipment	MES/N3402	Core	5	6	60	120			180	40	60			100	25
3.	Select sound studies for recording	MES/N3403	Core	5	6	60	120			180	40	60			100	25
4.	Maintain Workplace Health and Safety	MES/N0104	Non-Core	5	1	15	15			30	50	50			100	10
5.	Employability Skills	DGT/VSQ/N0101	Non-Core	3	1	15	15			30	20	30			50	10
Duration (in Hours) / Total Marks					18	180	360			540	190	260			450	100

Elective NOS/s:

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					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.																
2.																
Duration (in Hours) / Total Marks																

Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF 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.																
2.																
Duration (in Hours) / Total Marks																

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: 70 % (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.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	<p>Minimum Educational Qualifications: Graduation</p> <p>Domain Certification: Certified for Job Role: "Sound Designer" mapped to QP: "MES/ Q 3401, v2.0". Minimum accepted score is 70%</p> <p>Platform Certification: Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MES/Q 3401". Minimum accepted % as per respective SSC guidelines is 60%.</p> <p>Experience: 7 Years of work experience</p>
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	<p>Minimum Educational Qualifications: Graduation</p> <p>Domain Certification: Certified for Job Role: "Sound Designer" mapped to QP: "MES/ Q 3401, v2.0". Minimum accepted score is 70%</p>

		<p>Platform Certification: Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MES/Q 3401”. Minimum accepted % as per respective SSC guidelines is 60%.</p> <p>Experience: 9 Years of work experience</p>
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If “Yes”, details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	

Section 4: Assessment Related

1.	Assessor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<p>Minimum Educational Qualifications: Graduation</p> <p>Experience: 7 Years of work experience</p>
2.	Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Post Graduate with 5 years of relevant experience
3.	Lead Assessor’s/Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<p>Minimum Educational Qualifications: Graduation</p> <p>Experience: 9 Years of work experience</p>
4.	Assessment Mode (Specify the assessment mode)	Blended
5.	Tools and Equipment Required for Assessment	<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.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No):
4.	Number of Industry validation provided:
5.	Estimated nos. of persons to be trained and employed:
6.	<p>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</p> <p>If “No”, why:</p>

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrF/NSQF level justification based on NCrF level/NSQF descriptors (Mandatory)	Annexure 1
2.	Annexure: List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Annexure 2
3.	Annexure: Detailed Assessment Criteria (Mandatory)	Annexure 4
4.	Annexure: Assessment Strategy (Mandatory)	Annexure 5
5.	Annexure: Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")	Annexure 3
6.	Annexure: Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	
7.	Annexure: Acronym and Glossary (Optional)	Annexure 6
8.	Supporting Document: Model Curriculum (Mandatory – Public view)	Model Curriculum
9.	Supporting Document: Career Progression (Mandatory - Public view)	
10.	Supporting Document: Occupational Map (Mandatory)	
11.	Supporting Document: Assessment SOP (Mandatory)	
12.	Any other document you wish to submit:	

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	1. Conceptualise sound concepts 2. Select sound equipment 3. Select sound studios for recording 4. Maintain workplace health and safety Description	Jobholder needs to identify suitable sound studios and assess the suitability in availability and quality of sound equipment, sound sources/materials required to produce sound, creative and technical requirements, budget assigned and ancillary costs. It is recommended that the sound designer personally visits all key studios. Since, the job requires well developed skill with clear choices of procedures in familiar context, it has been pegged at level 5.	Level 5
Professional and Technical Skills/	1. Conceptualise sound concepts	A sound designer is expected to assess the pros and cons of a studio, wr.t. sound concept, line sound recording and choice, effects treatment and other	Level 5

Expertise/ Professional Knowledge	2. Select sound equipment 3. Select sound studios for recording 4. Maintain workplace health and safety Description	creative and Technical requirements. The jobholder needs to understand whether provisions are available at the studio and the cost of procuring the equipment. He must know the sources of finding out suitable studios for recording and understand the allocated budget and production/recording dates. Thus, this job has been pegged at level 5.	
Employment Readiness & Entrepreneurship Skills & Mind- set/Professional Skill	1. Conceptualise sound concepts 2. Select sound equipment 3. Select sound studios for recording 4. Maintain workplace health and safety Description	Job holder must be decisive in nature as quick decision making is imperative for the job as it is expected to select the sound equipment to be used in line with the budget allocated. The jobholder also needs to identify problems with successful execution at the studio, and resolve them in consultation with the production team. It is also expected to apply basic methods and tools to solve the respective problems on his own.	Level 5
Broad Learning Outcomes/Core Skill	1. Conceptualise sound concepts 2. Select sound equipment 3. Select sound studios for recording 4. Maintain workplace health and safety Description	Written and oral communication with competence in discussing and confirming the creative and technical requirements for recording along with communicating the health and safety requirements to the production team and assign responsibility for needs to be taken care of. He needs to document the pros and cons of each studio and reasons for choosing /rejecting any studio.	Level 5
Responsibility	1. Conceptualise sound concepts 2. Select sound equipment 3. Select sound studios for recording 4. Maintain workplace health and safety Description	The sound designer is responsible to assess and evaluate the pros and cons of recording at the studio and reasons why it should be chosen or rejected. The jobholder must also assess any additional costs and suitability of a studio for recording in light of the creative and technical requirements. Hence, this is pegged at level 5.	Level 5

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
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1	Teaching-Aides	Presentation tools (Laptop/PC + Projector & Screen, Speakers/Microphones etc.)	1
2	Audio Setup including Microphones	dynamic, condenser, ribbon), Audio interface, Studio monitors (speakers), headphones, Cables (XLR, TRS, RCA), Digital Audio Workstation (DAW) software, MIDI keyboard controller, Preamp, Equalizer (EQ), Compressor, Reverb and Delay effects processors, Pop filter, Shock mount	1

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptops
2. Whiteboards and markers
3. Projector
4. Screen
5. Stationery

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)

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

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

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.
- 2.

Content availability for previous versions of qualifications:

Participant Handbook Facilitator Guide Digital Content Qualification Handbook Any Other:

Languages in which Content is available:

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 type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	LCD, Projector, Laptop, MSOffice Suite, Flipchart, whiteboard, Markers, wi-fi connectivity	50:50
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	LCD, Projector, Laptop, MSOffice Suite, various tools and software, computer camera, computer speakers, wi-fi connectivity	50:50
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	Computer systems for all students, printers, wi-fi connectivity	50:50
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	Learning management system	0:100
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	Online assessment portals, tablet for each student	0:100
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	Access to industry partner in relevant field	100:0

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
1. MES/N3401 (Conceptualize sound concepts)	<ul style="list-style-type: none"> PC1. Interpret the creative and technical requirements from the script and sound design brief 	10	20		
	<ul style="list-style-type: none"> PC2. Develop sound concepts that conform to requirements 	10	20		
	<ul style="list-style-type: none"> PC3. Evaluate and shortlist options best suited to the production 	10	10		
	<ul style="list-style-type: none"> PC4. Prepare a list of tracks that would need to be produced (along with their sound attributes and specifications) 	10	10		
	Total Marks		40	60	
2. MES/N3402	<ul style="list-style-type: none"> PC1. Determine the sound equipment that would be required 	10	20		

(Select sound equipment)	<ul style="list-style-type: none"> PC2. Select sound equipment best suited to achieve the required sound for the production 	10	20		
	<ul style="list-style-type: none"> PC3. Obtain permissions/licenses for using the equipment during production 	20	20		
	Total Marks	40	60		
3. MES/N3403 (Select sound studios for recording)	<ul style="list-style-type: none"> PC1. Assess the suitability of a studio for recording in light of the creative and technical requirements of production (it is recommended that the sound designer personally visits all key studios) 	10	20		
	<ul style="list-style-type: none"> PC2. Evaluate the pros and cons of recording at the studio and reasons why it should be chosen or rejected 	15	25		
	<ul style="list-style-type: none"> PC3. Assess any additional costs that would need to be borne 	15	15		
	Total Marks	40	60		
4. MES/N0104 (Maintain workplace health and safety)	PC1. maintain one's posture and position to minimize fatigue and the risk of injury	5	5		
	PC2. maintain first aid kit and keep oneself updated on the first aid procedures	5	5		
	PC3. identify and document potential risks like sitting postures while using computer, eye fatigues and other hazards at the workplace	3	2		
	PC4. accurately maintain accident reports	3	2		
	PC5. report health and safety risks/ hazards to concerned personnel	5	5		
	PC6. participate in organization's health and safety knowledge sessions and drills	5	5		
	PC7. identify the people, responsible for health and safety at the workplace, including those to contact in case of an emergency	5	5		
	PC8. identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	5	5		
	PC9. identify aspects of workplace that could cause potential risk to own and others health and safety	3	2		
	PC10. ensure own personal health and safety, and that of others in the workplace through precautionary measures	3	2		
	PC11. identify and recommend opportunities for improving health, safety, and security to the designated person	2	3		

	PC12. report any hazards outside the individual's authority to the relevant person in line with organizational procedures and warn other people who may be affected	2	3		
	PC13. follow organisation's emergency procedures for accidents, fire or any other natural calamity in case of a hazard	2	3		
	PC14. identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority	2	3		
	Total Marks	50	50		
<i>Employability Skills</i>	• <i>Introduction to Employability Skills</i>	1	1		
	• PC1. understand the significance of employability skills in meeting the job requirements	-	-		
	• <i>Constitutional values – Citizenship</i>	1	1		
	• PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-		
	• <i>Becoming a Professional in the 21st Century</i>	1	3		
	• PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc	-	-		
	• <i>Basic English Skills</i>	2	3		
	• PC4. speak with others using some basic English phrases or sentences	-	-		
	• <i>Communication Skills</i>	1	1		
	• PC5. follow good manners while communicating with others	-	-		
	• PC6. work with others in a team	-	-		
	• <i>Diversity & Inclusion</i>	1	1		
• PC7. communicate and behave appropriately with all genders and PwD	-	-			
• PC8. report any issues related to sexual harassment	-	-			

• <i>Financial and Legal Literacy</i>	3	4		
• PC9. use various financial products and services safely and securely	-	-		
• PC10. calculate income, expenses, savings etc.	-	-		
• PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-		
• <i>Essential Digital Skills</i>	4	6		
• PC12. operate digital devices and use its features and applications securely and safely	-	-		
• PC13. use internet and social media platforms securely and safely	-	-		
• <i>Entrepreneurship</i>	3	5		
• PC14. identify and assess opportunities for potential business	-	-		
• PC15. identify sources for arranging money and associated financial and legal challenges	-	-		
• <i>Customer Service</i>	2	2		
• PC16. identify different types of customers	-	-		
• PC17. identify customer needs and address them appropriately	-	-		
• PC18. follow appropriate hygiene and grooming standards	-	-		
• <i>Getting ready for apprenticeship & Jobs</i>	1	3		
• PC19. create a basic biodata	-	-		
• PC20. search for suitable jobs and apply	-	-		
• PC21. identify and register apprenticeship opportunities as per requirement	-	-		
Total Marks	20	30		

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 assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. 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.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

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

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT
 -
4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment
 ->

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations

NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

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.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf