



QUALIFICATION FILE

Communicative English Trainer

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: 5

Submitted by:

Additional Skill Acquisition Programme Kerala (ASAP Kerala) KINFRA Film and Video Park,
Sainik School P.O., Kazhakkootam, Trivandrum,
Kerala, India - 695585

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Section 1: Basic Details

1.	Qualification Name	Communicative English Trainer							
2.	Sector/s	Education, Training and Research							
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: <i>(change to previous, once approved)</i> 2021/ME/ASAP/04725, version 1	Qualification Name of existing/previous version: Communicative English Trainer						
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	Communicative English Trainer							
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-05-ET-04093-2025-V2-ASAP Version 2	6. NCrf/NSQF Level: 5						
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate							
8.	Brief Description of the Qualification	Individuals at this job are responsible for training young learners spread over diverse professional environments to develop their language skills by leveraging their training & domain knowledge in English. They should be able to render training in English in a structured, deliberate manner in order to inform, influence, and educate the learners							
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">S. No.</th> <th style="width: 60%;">Academic/Skill Qualification (with Specialization - if applicable)</th> <th style="width: 30%;">Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td></td> <td> <ul style="list-style-type: none"> Completed UG or equivalent Trainees will be selected based on screening test to assess their English Proficiency on basic reading writing and speaking skills </td> <td>Not required</td> </tr> </tbody> </table> b. Age: 20		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)		<ul style="list-style-type: none"> Completed UG or equivalent Trainees will be selected based on screening test to assess their English Proficiency on basic reading writing and speaking skills	Not required
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)							
	<ul style="list-style-type: none"> Completed UG or equivalent Trainees will be selected based on screening test to assess their English Proficiency on basic reading writing and speaking skills	Not required							

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): II																		
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	Nil																			
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	<input type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended <table border="1" data-bbox="952 327 2049 502"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>146</td> <td>179</td> <td>90</td> <td>0</td> <td>415</td> </tr> <tr> <td>Online</td> <td>53</td> <td>72</td> <td></td> <td></td> <td>125</td> </tr> </tbody> </table> (Refer Blended Learning Annexure for details)		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	146	179	90	0	415	Online	53	72			125
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																
Classroom (offline)	146	179	90	0	415																
Online	53	72			125																
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	2330.0400																			
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	<p>Academic Progression :</p> <ul style="list-style-type: none"> M.A in training and Development PHD in trainer development <p>Professional Progression:</p> <p>Job Progression 1:</p> <p>English Language trainer/ soft skill trainer,</p> <p>↓</p> <p>Master Trainer</p> <p>↓</p> <p>Consultant / Advisor</p> <p>↓</p> <p>Team Leader (Training)</p> <p>Job Progression 2:</p> <p>After completion of our certificate course, students can pursue any advanced courses on soft skill training (diploma/ short term courses).</p> <p>↓</p> <p>On the job training / soft skill trainer</p> <p>↓</p> <p>Setting up of an institute for soft skill training (Start Up).</p>																			
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	20% seats reserved for women candidates																			
20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																			
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Colleges <input type="checkbox"/> Yes <input checked="" 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: Dr. Usha Titus Email: cmd@asapkerala.gov.in Contact No.: 04712772500	Website: www.asapkerala.gov.in
23.	Final Approval Date by NSQC: 08th May 2025	24. Validity Duration: 3 years	25. Next Review Date :08th May 2028

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/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.	Personal Development and Social Interaction	ASP/MEP /N1601 Version 2	Core	5	2	22	38	0	0	60	40	50	0	10	100	
2.	Workplace Readiness	ASP/MEP /N1602 Version 2	Core	5	1	12	18	0	0	30	40	50	0	10	100	
3.	Training for Language Proficiency Tests	ASP/MEP /N1603 Version 2	Core	5	4	50	70	0	0	120	40	50	0	10	100	
4.	Training preparedness and Instructional Excellence	ASP/MEP /N1604 Version 2	Core	5	3	35	55	0	0	90	40	50	0	10	100	
5.	Structuring and Presenting Ideas with Impact	ASP/MEP /N1605 Version 2	Core	5	1	15	15	0	0	30	40	50	0	10	100	
6.	Digital Essentials	ASP/MEP /N1606 Version 2	Core	5	1	14	16	0	0	30	40	50	0	10	100	

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)
7.	AI and Tech Tools for Teaching and Learning	ASP/MEP/N1607 Version 2	Core	5	2	21	39	0	0	60	40	50	0	10	100	
8.	Internship	ASP/MEP/N1608 Version 2	Core	5	3	0	00	90	0	90	-	-	0	-	-	
9.	Employability skills	DGT/VSQ/N0102 version 2	Non core	5	1	30	0	0	0	30	30	0	0	20	50	
Duration (in Hours) / Total Marks				5	18	199	251	90	0	540	310	350	0	90	750	

Elective NOS/s: Not Applicable

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: Not Applicable

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: 50% (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 50% (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)	Graduate in English or similar certified 5 years experience in Language/Soft skill Training
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduate in English or similar certified 7 years experience in Language/Soft skill Training
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	Not required

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Graduate in English or similar certified 5 years experience in conduct of Language/Soft skill Assessment
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Graduate in English or similar certified 7 years experience in conduct of Language/Soft skill Assessment
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Post Graduate in English or similar certified 9 years experience in conduct of Language/Soft skill Assessment
4.	Assessment Mode (Specify the assessment mode)	Offline
5.	Tools and Equipment Required for Assessment	<input type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input checked="" 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 India Skills Report 2024 states that While India has the second largest English-speaking population globally, there is a huge variation in level of English language proficiency amongst the English speakers in India. Kerala witnessing a huge rise in students opting for International mobility are seeking training programmes for enhancing English language Proficiency. Supporting document attached : ISR_Report_2024-18 pdf.
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No
3.	Government /Industry initiatives/ requirement (Yes/No): Yes In the Budget 2025-26, Government of Kerala has announced the launch of Vijnana Keralam, which is a people's campaign aiming to provide skill training to 5 lakh students studying in the final year of various courses and to equip them for employment. One of the key areas of training is English and other foreign language training. The trainings are imparted through Digital Workforce Management Software (DWMS), in which 'Communicative English Trainer' course is listed. This ongoing project would reflect positively on the demand for the course and requirement of trainers in this domain.
4.	Number of Industry validation provided: 21
5.	Estimated nos. of persons to be trained and employed: 75

6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: <i>Yes. Consultation letter sent on 18/12/2024 and last followup was on 07/04/2025</i> If “No”, why: Letter seeking Line Ministry concurrence submitted
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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 <i>(Mandatory)</i>	Annexure 1
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Annexure 2
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	Annexure 3
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	Annexure 4
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is “Blended Learning”)</i>	Annexure 5
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	Annexure 6
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	Annexure 7
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	Supporting doc 1
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	Supporting doc 2
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	Supporting doc 2
11.	Supporting Document: Assessment SOP <i>(Mandatory)</i>	Supporting doc 3
12.	Any other document you wish to submit:	Industry validation files

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	The approach is learner centered, activity oriented, interactive and task based. The course will be delivered through a communicative mode with a high degree of skill orientation. Materials chosen for these activities are of a simple and popular nature and are intended to generate natural, contextual and purposeful language use. This course deviates from a usual run of communicative English courses, in that it aims at generating better equipped and skilled individuals with critical and creative acumen for entry into various service sectors	The job holder has to work in both a familiar and unfamiliar environment. It demands a wide range of specialized technical skill, clarity of knowledge and practice in a broad range of activity involving standard and nonstandard practices. The course is taken at a pace that suits the student	5
Professional and Technical Skills/ Expertise/ Professional Knowledge	The most important skill to become a successful soft skill trainer is that ability to use language properly and effectively depending on context - should have good communication skills including English and business communication. They should have listening skills and at the same time be a good orator also. Professionally trained to handle pressure. The other skills include Time Management, anger management, leadership and team building skills, telephonic etiquette, negotiating skills, conflict resolution skills. We can categorize all these skills as excellent social skills.	Soft skills are different from other skills in terms of it being the only set of skills which can never truly be crammed into anybody. These skills can only be polished at best. Job holder should have a basic knowledge of social etiquette and professional protocol which can take him a long way in the corporate world. The basic skills required are self-esteem, interpersonal skills, body language, business etiquette, goal setting, presentation skills, and critical thinking.	5
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Job holders should have a passion in developing others to achieve their goals in career and life. Should have good verbal and non-verbal	Job holders should have factual and theoretical knowledge in broad contexts within a field of work or study. They	

	communication skills and good command over language, adequate knowledge on various subjects. They have to get updated themselves with lot of topics from past, present, riddles, comics, incidents and at times they need to know to mix up virtual with real incidents. Should have an idea about facts, principles, processes and general concepts to work as a successful soft skill trainer.	have to get themselves up to date with new tactics and techniques. They will never get bored as no two assignments will ever be the same, and each one will provide them with new and challenging opportunities to learn and grow.	5
Broad Learning Outcomes/Core Skill	Good command over language and ability to maintain good public relations. The skill to choose a worthy subject based on the audience and present it in an attractive way. Strong rapport with the society, diplomacy and empathy. Basic computer knowledge to prepare slides. The ability to apply decomposition and mind mapping in information gathering interactions and an understanding of different techniques that are effective in solving problems including root cause analysis. Analytical bent of mind. Receptiveness to change. Interest in Role / Motivation factors. Technical knowledge of English communication - intonation, syllable, punctuation etc.	Job holders should possess good articulation skills. This profession is all about people. They get to work first hand with people. They will be directly instrumental in their successes. Clients will be particularly pleased when the people in their lives complement them on their soft skills. Many of the clients will become their good friends. Job holder should reasonably have a good understanding of social, political context; good at data collection and organizing information, and finally its logical communication.	5
Responsibility	Responsible for development of soft skills and IT skills which are basics for developing the potential of an individual. Should be able to identify the latent abilities in individuals and help them develop that. Aware of the socio- economic environment of the students and act as a role model.	Should be able to understand and develop the behavior of each individual student as an entity and while they work in groups. Have a bend of mind to help people and themselves. While working as a trainer she should also play the role of a mentor.	5

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment Not Applicable

Batch Size:

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	LCD screen	40 inch HD, wall mounted, with HDMI and USB connectivity	1
2	Smart classroom	Interactive white board, Internet access, Stable Wi-Fi connectivity	1
3	Headphones	Over the ear, noise cancelling, with built in mic	20
4	Laptops/PCs	Min 8GB RAM, Intel i5 or more, Windows 10/11,SSD 256 GB or more	20
5	Speakers	2.1/5.1 surround system, Bluetooth and USB connectivity	3

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	Kerala Knowledge Economy Mission	Jijoy Jose	Personality Development & Language Trainer	GX26+GXP, Thiruvananthapuram - Neyyar Dam Rd, Cotton Hill, Vazhuthacaud, Thiruvananthapuram, Kerala 695014	9947100203	joseph.jijoy@gmail.com	
2	Trainnovate	Sherin S	Co Founder	Trainnovate,erimayod Post,Palakkad,Kerala		trainnovate@gmail.com	
3	Govt. Womens College,Vazhuthacaud	Dr. Sarita G	Associate Professor of English	Govt. Womens College,Vazhuthacaud,Thiruvandrum-695014	9400378837	saritavivek@yahoo.com	
4	Cybersquare Professional, Global	Ms. Arathi K S	Lead-Training and Content Delivery	5th Floor, CAFIT Square, Hilite Business Park, Thondayad Bye-Pass Thondayad, Hilite City, Poovangal, Kozhikode, Kerala 673016	7025843672	arathyjeevan@gmail.com	

5	GHSS Bharathanoor	Ms. Shibija B	HSS Teacher- English	QX8J+964, Vamanapuram - Chittar Rd, Bharathanoor, Kerala 695616	9207908049	shibijashahanas@gmail.com	
6	Tata Power Community Development Trust	Shamna C	English Trainer	Tata Power Community Trust, ASAP Skill Park, Mannathavady, Wynad, Kerala		shamnply@gmail.com	
7	Entri App	Basila M	Soft Skill Trainer			basilafathima@gmail.com	
8	Freelance	Aatira C Nair	Professional Development Profesionalist		9048826323	Aatira.c.nair@gmail.com	
9	St. Xaviers College for Women, Aluva	Ms. Sonia John Markose	HoD- Communication and Journalism	4965+JFF, Aluva - Munnar Rd, Periyar Nagar, Aluva, Kerala 683101	9895850300	soniamarkose@stxaviersaluva.ac.in	
10	Viswajyothi College	Arun Vishnu	Asst. Professor	ViswaJyothi ollege, Vazhakkulam, Ernakulam, Kerala		Arunvishnu46@gmail.com	
11	Skylight Training Solution	Akhilesh A	Softskill Trainer	Skylight Training Solution, Mampilly Building, Mannarkad, Palakad		akhilesha2711@gmail.com	
12	Tata Skill Development Institute	Santhala V B	Youth Development Program Facilitator	TPSDI, Mannathavady, Wayanad, Kerala	945388662	Santhala.anil@gmail.com	

13	St. Peters training College, Ernakulam	Ashalatha M A	Asst. professor, English	St. Peter's Training College, Kolencherry, Ernakulam		ashalatha@gmail.com	
14	Freelance	Priya K P	Freelance Language Trainer	NA		Priyaramraj.kp@gmail.com	
15	KKEM	Dhanya Pavithran	Program Manager	KKEM, Carmel Towers, Vazhutacaud, Trivandrum		dhanyapavithran94@gmail.com	
16	Freelance	Chinchu C Babu	Freelance English trainer	NA	9496466039	Cbabu.chinchu@gmail.com	
17	St. Mary's College	Laya Yohannan	HOD, English Department	St. Mary's College, Munnangadi, Calicut		Layashan24@gmail.com	
18	Freelance	Midhun S	Freelance Trainer	NA		midhunsatheeshkumar@gmail.com	
19	Nirmala Arts and Science College	Aiswarya S Nair	Asst. Professor, English	Nirmala Arts and Science College, Kolencherry, Ernakulam	9188381628	aiswaryasnair@gmail.com	
20	Freelance Training	Niyas Ali P	Language and Soft Skills Trainer	Language and Soft Skills Trainer	9188803566		
21	Freelance Training	Kumar Shanu	English Language Trainer	English Language Trainer	9567049850	klmshanu@gmail.com	

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
2025	100	35	50	20	NA	NA
2026	120	50	60	30	NA	NA
2027	150	55	75	35	NA	NA

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	2024	69	54	54		24	21	21		Nil			
2	2023	66	66	66		28	28	28					
2	2022	61	58	58		26	25	25					

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: *NA*

Content availability for previous versions of qualifications: **Yes**

Participant Handbook Facilitator Guide Digital Content Qualification Handbook Any Other:

Languages in which Content is available: **English and Hindi**

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	Microsoft Power point, You tube videos, ,Google Classrooms	
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input checked="" type="checkbox"/> Showing Practical Demonstrations to the learners	Aptis Demo tests, Wordpress, Kahoot, ChatGPT, MS Office Suite,	
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	<input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice		
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	<input checked="" type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		

Annexure: Detailed Assessment Criteria

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

Element	Performance Criteria	Total marks	Final assessment			Viva
			Out of	Theory	Skills	
Personal development	1. Demonstrate ability to speak English, overcoming inhibitions and the courage to work on their limitations without losing focus on their strengths.	40		0	2	1
	2. Demonstrate self-confidence in varied personal and professional settings.			0	2	1
	3. Write creative content including stories, poems, or articles with original perspective.			3	2	0
	4. Exhibit social values and using the opportunities to reflect upon their own values.			0	2	0
	5. Plan and prioritize tasks to manage time effectively.			3	2	0
	6. Manage stress effectively by maintaining composure during adverse situations.			2	2	0
	7. Describe symptoms and consequences of stress, including burnout.			1	1	

	8. Recognize, manage and reduce stress in others.		0	2	
	9. Describe personality factors and job factors that contribute to stress.		2	1	0
	10. Demonstrate strategies to reduce procrastination.		2	2	
	11. Motivate people by promoting their self- interests.		2	2	
	12. Apply expectancy theory as a comprehensive way of motivating others.		1	2	
	13. Diagnose situations to analyze the strength of motivation present and make effective use of positive reinforcement to motivate people in such situations.		0	2	1
Social interaction skills	1. Display ability to overcome many cross-cultural communication barriers in order to improve cross-cultural relations.		0	2	0
	2. Categorize barriers to communication, including gender differences, and know how to overcome them.		2	2	
	3. Exhibit ability to use required words with required modulations in voice and tone while delivering session (verbal communication).		2	2	1
	4. Demonstrate ability to express required facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and maintaining the physical distance between the communicators (Nonverbal communication).		2	2	1

	5. Exhibit positive mental and emotional attitude towards everything.			0	2	1
	6. Perform excellent interpersonal skills like good charisma. Confidence, optimistic, calm, assertive, flexible.			2	2	0
	7. Deliver a speech or talk confidently in front of a group and influence them.			0	2	0
	8. Implement attitudes and behaviors that will help you appear charismatic.			2	2	
	9. Express the feelings and beliefs in a way that others can understand and respect.			2	2	1
	10. Demonstrate ability to understand our own and others' emotions, and their effect on behavior and attitudes.			3	2	1
	11. Perform key leadership traits for personal development and develop your team leadership skills.			3	2	2
	12. Showcase good listening skills			2	2	0
	13. Write an attractive review about any topic without grammatical errors.			4	2	0
Essentials for workplace	1. Analyse individual differences like personality, mental ability, emotional intelligence, values and respond to these differences	100	90	3	4	1

success	2.List several suggestions for being an effective meeting participant.			3	4	1
	3.Recognize and perform five styles of handling and solving conflict.			4	4	
	4. List the behaviors' and skills helpful for being a mentor and role model.			4	5	1
	5.Demonstrate beginner's skills and session opening strategies in coaching and training.			4	5	
	6.Describe strategies to deal with difficult people on the job and perform the required business etiquette.			4	5	1
	7.Showcase knack for building relationships with managers and other key people.			4	5	1
	8.Implement appropriate techniques for building relationships with co-workers and other worker associates.			4	5	1
	9.Demonstrate telephone etiquette like taking control of the call, placing calls on hold, transferring calls and handle the delicate situations with phone skills etiquette to make the interaction as pleasant as possible for the caller.			6	7	3
	10. Apply new insights into conducting a job search, including writing an impressive cover letter, preparing a résumé, and being interviewed.			4	6	1
	Preparing and Presenting ideas/ concepts/themes/tools/ etc. for skill training	1.Perform effective internet search and gathering information			3	5

	2.Compile and analyze gathered information			3	5	1
	3.Write articles, letters review and so on in English attractively without grammatical errors.			1	10	3
	4.Edit articles in newspaper in order to make them more attractive.			2	10	2
	5. Prepare slides about any given topic and present it			1	10	3
Aptitude for Language Proficiency tests	1. Demonstrate understanding of basic grammar concepts (parts of speech, sentence structure).			3	10	1
	2. Apply correct verb forms and tenses in spoken and written tasks.			2	10	2
	3. Construct meaningful sentences by mastering sentence and word formation techniques.			3	10	2
	4. Identify and correct common grammatical errors through practice exercises.			2	10	1
	5.Decode unfamiliar words using phonics strategies accurately.			3	10	1
	6.Demonstrate reading comprehension by identifying main ideas, details, and making inferences.			2	10	1

	7. Build well-structured sentences demonstrating cohesion and coherence.			3	5	1
	8. Recognize and produce correct phonological and phonemic sounds.			2	5	1
Training Delivery Skills	1. Demonstrate how to build rapport, motivational skills and trainer attributes			7	20	2
	2. Illustrate familiarity with online platforms and audio visual tools			7	15	3
	3. Demonstrate expertise in training methods and tools			6	20	3
	4. Preparing digital library			5	10	2
Preparation and delivery of effective Presentation	1. Transform ideas in attractive and meaningful way			5	5	0
	2. Identify the barriers in public speaking and the ability to overcome the barriers and thereby deliver a speech in front of the class			3	5	0
	3. Prepare learning outcomes for the given session.			3	10	0
	4. Develop lesson plan			2	10	0

	5. Design a required audio visual aid for the session			0	7	0
Career Pathways : Unlocking Potential in English Training	Identify opportunities in corporate, academic, and freelance English training			3	2	1
	Develop professional profiles on platforms like LinkedIn and join relevant organizations.			2	5	2
	Create resumes, portfolios, and other branding materials to showcase expertise.			2	5	2
	Draft a basic freelancing or entrepreneurial plan for English training ventures.			2	4	3
	Design a career advancement plan detailing certifications, goals, and specializations (e.g., lead trainer, coordinator, content creator).			3	2	2
	IT Skills					
Internet and Life	Demonstrate understanding of internet, online transactions, mails, MOOC courses, social networking			40	50	10
Familiarity with AI tools for teaching	Demonstrate knowledge and skill to curate training content with the help of AI			30	20	10

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 email
- Assessment agencies send the assessment confirmation to VTP/TC looping ASAP Kerala
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- ASAP Kerala 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

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