



QUALIFICATION FILE

Trainer (VET and Skills)

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:

Management & Entrepreneurship and Professional Skills Council (MEPSC)

20th Floor, Amba Deep, 14, Kasturba Gandhi Marg, New Delhi -110001

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Section 1: Basic Details

Qualification Name	Trainer (VET and Skills), Ver 3.0															
Sector/s	Management & Entrepreneurship and Professional Skills Council															
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/OAFM/MEPSC/06024, V2		Qualification Name of existing/previous version: Trainer (VET and Skills)													
	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>															
National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>			1. NCrF/NSQF Level: 5													
Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate															
Brief Description of the Qualification	The Trainer trains the learners on the occupational standards, using pre-set lesson plans and training materials. They plan for and conduct sessions to impart competency-based skills and knowledge.															
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: 55%;">Academic/Skill Qualification (with Specialization - if applicable)</th> <th style="width: 35%;">Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Certificate (Certified on any domain skills of NSQF Level 4 (Technical/Vocational Standards) OR</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td>any other additional experience /academic qualification as required by the domain awarding body or certified in relevant CITS trade with an experience of 1 year)</td> <td></td> </tr> </tbody> </table>					S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Certificate (Certified on any domain skills of NSQF Level 4 (Technical/Vocational Standards) OR		2	any other additional experience /academic qualification as required by the domain awarding body or certified in relevant CITS trade with an experience of 1 year)			
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1	Certificate (Certified on any domain skills of NSQF Level 4 (Technical/Vocational Standards) OR															
2	any other additional experience /academic qualification as required by the domain awarding body or certified in relevant CITS trade with an experience of 1 year)															
b. Age: 18 Years																
Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	17		2. Common Cost Norm Category (I/II/III) <i>(wherever applicable):</i> III													
Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	NA															
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 checked="" type="checkbox"/> Online <input type="checkbox"/> Blended															
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Training Delivery Modes</th> <th style="width: 15%;">Theory (Hours)</th> <th style="width: 15%;">Practical (Hours)</th> <th style="width: 15%;">OJT Mandatory (Hours)</th> <th style="width: 15%;">OJT Recommended (Hours)</th> <th style="width: 15%;">Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td style="text-align: center;">87</td> <td style="text-align: center;">168</td> <td></td> <td></td> <td style="text-align: center;">255</td> </tr> </tbody> </table>					Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	87	168		
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Classroom (offline)	87	168			255											

	<table border="1"> <tr> <td>Online</td> <td>87</td> <td>168</td> <td></td> <td></td> <td>255</td> </tr> </table> <p>(Refer Blended Learning Annexure for details)(Total hours = 510)</p>	Online	87	168			255
Online	87	168			255		
Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/ 2424.0402; 2424.9900						
Progression path after attaining the qualification (Please show Professional and Academic progression)	Vertical - Training Consultant/ Master Trainer (VET and Skills), Horizontal - Assessor (VET and Skills)						
Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi						
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:						
Is the Job Role Amenable to Persons with Disability	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If “Yes”, specify applicable type of Disability:						
How Participation of Women will be Encouraged	Both men and women can equally participate						
Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No						
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						
Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Name: Col. Anil Kumar Pokhriyal Email: ceo@mepsc.in Contact No.: 011-24645100 Website: https://www.mepsc.in/						
Final Approval Date by NSQC: 30/06/2022	3. Validity Duration: 36 Months 4. Next Review Date: 30/06/2025						

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

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

S. No	NOS/Module Name	NOS/Module Code & Version (if applicables)	Core/Non-Core	NCr/NSQF Level	Credits as per NCr F	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ T-M an.	OJ T-Rec.	Total	Th.	Pr.	P r o j .	V i v a	Total	Weightage (%) (if applicable)
1.	Plan and organize for facilitation of a training program	MEP/N2601 , V3	Core	5	3	30	60			90	40	60			100	20
2.	Deliver competency based, instructor-led training sessions as per session plan	MEP/N2602 , V3	Core	5	4	40	80			120	40	60			100	20
3.	Facilitate learning through on-the-job or in a simulated training	MEP/N2618 , V2	Core	5	3	30	60			90	30	70			100	15
4.	Undertake assessment of competence as per required standards	MEP/N2604 , V3	Core	5	3	30	60			90	40	60			100	20
5.	Apply health and safety practices at the workplace	MEP/N9903 , V5	Non-Core	4	1	10	20			30	40	60			100	10
6.	Apply principles of professional practice at the workplace	MEP/N9912 , V3	Non-Core	4	1	10	20			30	40	60			100	10
7.	Employability Skills	DGT/VSQ/ N0102, V1	Non-Core	4	2	24	36			60	20	30			50	5
Duration (in Hours) / Total Marks											510	250	400		650	100

Elective NOS/s:1. NA

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	N Cr F/NS QF Level	Credits as per NCr F	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ	OJ	Total	Th.	Pr.	Pr o j .	V i v a	Total	Weightage (%) (if applicable)
1.																
Duration (in Hours) / Total Marks																

Optional NOS/s:NA

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NSQF Level	Credits as per NCr F	Training Duration (Hours)					Assessment Marks					
						Th.	P r.	OJ T- Ma n.	OJ T- Re c.	Total	Th.	P r.	Pr o j .	V i v a	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: % (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

Trainer's Qualification and experience in the relevant sector (in years)	Trainer Prerequisites						
	Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
			Years	Specialization	Years	Specialization	
	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.) Certified in relevant CITS trade	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	3	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)	2	As per competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification Department, etc.)	
	Trainer Certification						
Domain Certification	Platform Certification						
MEP/Q2601, V3.0 Trainer (VET and Skills) Minimum accepted score is 80%	MEP/Q2602, V3.0, Master Trainer (VET and Skills) Minimum accepted score is 90%						

Section 4: Assessment Related

Assessor's Qualification and experience in relevant sector (in years)	Assessor Prerequisites						
	Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
			Years	Specialization	Years	Specialization	
	As per competent authority (SSC,	As per competent authority (SSC, NCVT/NCVET	3	As per competent authority (SSC, NCVT/NCVET,	2	As per competent authority (SSC, NCVT/NCVET	

	NCVT/NCVET , AICTE, Industrial standards body, Organizational Certification department, etc Certified in relevant CITS trade	, AICTE, Industrial standards body, Organizational Certification department, etc.)		AICTE, Industrial standards body, Organizational Certification department, etc.)		T, AICTE, Industrial standards body, Organizational Certification department, etc.)	
Assessor Certification							
Domain Certification				Platform Certification			
MEP/Q2601, V3.0, Trainer (VET and Skills) Minimum accepted score is 80%.				MEP/Q2702, V3.0, Lead Assessor (VET and Skills) Minimum accepted score is 90%.			

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): Yes
4.	Number of Industry validation provided: 29
5.	Estimated nos. of persons to be trained and employed: Approx. 4500
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: Yes If “No”, why:

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)	<i>Mentioned below</i>
2.	Annexure: List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	<i>Mentioned below</i>
3.	Annexure: Detailed Assessment Criteria (Mandatory)	<i>Mentioned below</i>
4.	Annexure: Assessment Strategy (Mandatory)	<i>Mentioned below</i>
5.	Annexure: Blended Learning (Mandatory, in case selected Mode of delivery is “Blended Learning”)	<i>Mentioned below</i>
6.	Annexure: Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	NA

7.	Annexure: Acronym and Glossary (<i>Optional</i>)	
8.	Supporting Document: Model Curriculum (Mandatory – Public view)	Yes
9.	Supporting Document: Career Progression (Mandatory - Public view)	Yes
10.	Supporting Document: Occupational Map (Mandatory)	Yes
11.	Supporting Document: Assessment SOP (Mandatory)	Yes
12.	Any other document you wish to submit:	NA

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Processes	Well-developed skill <ul style="list-style-type: none"> ● Modify session plans and resources for delivery ● conduct each session according to the session plan, modify where appropriate to meet learner needs ● deliver training using a range of training methods and training processes as instructed in facilitator guide ● Training methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-study ● Training processes: connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interaction, step by step demonstration, guided learner practice and recap/consolidation to optimize learner experiences ● use assessment tools to: <ul style="list-style-type: none"> ● monitor learner progress against program and session objectives ● identify learner learning needs against required curriculum ● assess learning styles ● assess learner soft skills 	As can be inferred from the learning outcomes and performance criteria of the Qualification listed in the adjacent cell, the trainer (VET and Skills) requires well developed skill, with clear choice of procedures in familiar context. Hence NSQF level for this descriptor is 5	5

	<ul style="list-style-type: none"> ● provide feedback to learners on progress ● apply the principles of assessment and rules of evidence in gathering quality evidence ● assess the collected evidence, and to evaluate whether it reflects the evidence required to demonstrate competence <p>Clear Choice of procedures</p> <ul style="list-style-type: none"> ● refine existing learning objectives according to program requirement and specific needs of individual learners ● modify existing session plans received in line with special learner needs, time and environment constraints, availability of materials, etc. 		
<p>Professional and Technical Skills/ Expertise/ Professional Knowledge</p>	<p>Facts</p> <ul style="list-style-type: none"> ● training Organization’s system policies and procedures such as candidate selection, rationale and purpose of competency- based assessment, costs/ resourcing ● organizational record management systems with respect to training and reporting requirements ● health safety and environment issues relating to delivery of competency-based training ● the learner group profile, including characteristics and needs of individual learners in the group ● the requirements of the learning program and/ or delivery plan, and the content purpose <p>Principles and General Concepts</p> <ul style="list-style-type: none"> ● Principles of adult learning and how to apply them in training delivery <ul style="list-style-type: none"> ● training needs to be learner- centred to engage learners o adults have a need to be self- directing and decide for themselves what they want to learn ● adults have a range of life experience, so connecting learning to experience is meaningful 	<p>As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, which have been taken from the trainer qualification pack, the trainer job role holder must have a knowledge of facts, principles, processes and general concepts, in a field of work or study.</p> <p>Hence NSQF level for this descriptor is 5.</p>	<p>5</p>

	<ul style="list-style-type: none"> adults have a need to know why they are learning something the learning process needs to support increasing learner independence 		
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	<ul style="list-style-type: none"> conduct each session according to the session plan, modify where appropriate to meet learner needs deliver training using a range of training methods and training processes as instructed in facilitator guide Training methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-study Training processes: connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interaction, step by step demonstration, guided learner practice and recap/consolidation to optimise learner experiences session plans if required - according to individual and group learner needs adjust the delivery sessions to reflect specific needs and circumstances provide additional assistance to individual learners as required to achieve session outcomes manage inappropriate behaviour professionally as per established organisational policy 	<p>As can be inferred from the learning outcomes and performance criteria of the Qualification listed in the adjacent cell, the trainer requires range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.</p> <p>Hence NSQF level for this descriptor is 5.</p>	5
Broad Learning Outcomes/Core Skill	<p>Understanding of social, political</p> <ul style="list-style-type: none"> protect the rights of the client/candidate/learner when delivering services ensure services are delivered equally to all clients/candidates/learners regardless of personal and cultural beliefs recognise potential ethical issues in the workplace and discuss with an appropriate person recognise unethical conduct and report to an appropriate person 	<p>As can be inferred from the performance criteria and understanding related points of the Qualification, listed in the adjacent cell, the trainer requires understanding of social, political and reasonably good in data collecting organising information, and logical communication.</p> <p>Hence NSQF level for this descriptor is 5.</p>	5

	<ul style="list-style-type: none"> ● operate within an agreed ethical code of practice and ethics ● recognise, avoid and/or address any conflict of interest ● use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours ● manage inappropriate behaviour such as violent or inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or genderbased insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions. ● obtain the training guidelines of the scheme under which the training is taking place ● identify and ensure implementation of the training delivery related guidelines of the scheme ● state the precautions to be taken while performing the various steps ● explain to the learner the purpose of the formative assessment and what ● they will be assessed on before conducting the assessment ● be polite and courteous with all learners at all times ● manage inappropriate behaviour professionally as per established organisational policy ● share feedback with learners on a regular basis to keep them updated on their progress and areas that require more focus 		
<p>Responsibility</p>	<p>Responsibility for own work and learning</p> <ul style="list-style-type: none"> ● develop personal and professional goals and objectives ● identify strengths and weaknesses in relation to goals and objectives ● evaluate own capacity to meet goals and objectives 	<p>As can be inferred from the learning outcomes and performance criteria of the Qualification listed in the adjacent cell, the trainer (VET and Skills) must take responsibility for own work and learning and some responsibility for</p>	<p>5</p>

	<ul style="list-style-type: none"> ● determine personal development needs in order to perform role as per desired standards ● develop a professional development plan to enhance professional capabilities ● document a professional practice plan designed to support the achievement of goals ● select and implement development opportunities to support continuous learning and maintain currency of professional practice ● research developments and trends impacting on professional practice and integrate information into work performance ● invite peers and others to observe, and provide feedback, on own training and assessment practices ● use feedback from colleagues and clients to identify and introduce, improvements in work performance ● perform tasks to the required workplace standard ● complete duties accurately, systematically 	<p>others' works and learning.</p> <p>Hence NSQF level for this descriptor is 5</p>	
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Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size:

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Internet connection	Online training	NA
2	Computer or Laptop		15
3			

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. White/Black Board, Duster, Marker etc.
2. LCD projector, Laptop/desktop

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	Professional Computer Institute	Mukesh Bharti	Director	As given in Validation form	Attached	Attached	-
2	Acelot	Debashish Sen	CEO		Attached	Attached	
3	AAMC Training India Private Limited	Vikas Dutt sharma	Sr. Manager Training and BD		Attached	Attached	
4	AISECT	Abhishek Gupta	National Project Manager		Attached	Attached	
5	AP Securitas Pvt Ltd				Attached	Attached	
6	Ascensive Educare Limited	Pranamy Bhattacharya	GM & Executive Assistant to Director		Attached	Attached	
7	Asirbadh Hospitality Pvt Ltd	Arbind Basu	Director		Attached	Attached	
8	Central Investigation and Security Services	RK Tyagi	Sr. Vice President		Attached	Attached	
9	Cosmos Manpower Pvt Ltd	Maru PG	Head Training		Attached	Attached	
10	Edubridge Learning	Piyush Dhiman	Sr. VP		Attached	Attached	
11	Force Security	Priya	Director		Attached	Attached	
12	Forsight Edutech Pvt Ltd	Sunil Sharma	Chief Program Officer		Attached	Attached	
13	G&G Skills Developers Pvt. Ltd	Prince Pundeer	Manager Operations		Attached	Attached	
14	The George Telegraph Training Institute,	Arnab Choudhury	Head of Operations		Attached	Attached	
15	IIEST	Priyanka Bhardwaj	Director		Attached	Attached	
16	Ironman Security Pvt Ltd	Niranjan Singh	DGM		Attached	Attached	
17		CA Rizwan Khan	Director		Attached	Attached	

	ITRC Technologies Pvt Ltd					
18	Laqsh Jobs Skill Academy	Revathi Kasturi	Chief Executive Officer	Attached	Attached	
19	Leap Skills Academy Pvt Ltd	Rahul Khanna	VP – Operations	Attached	Attached	
20	Lighthouse Community Foundations	Ketaki Narkar	Manager	Attached	Attached	
21	Mi2C Securities Pvt Ltd	Vandana Kumari	Vice President	Attached	Attached	
22	Mosaic WorkskillsPvt Ltd	Utkarsh Shrivastava	Sr. Manager	Attached	Attached	
23	NST Academy	P. Ravindranath	Partner	Attached	Attached	
24	Peregrine Guarding Pvt Ltd	Capt Anil Kumar	VP	Attached	Attached	
25	RAFORCE INDIA TRAINING ACADEMY LLP	Ashok Kumar B	Managing Director	Attached	Attached	
26	Raxa Security Services Ltd	George Thomas	Commandant	Attached	Attached	
27	Skills Root Edu Tech Consulting India Pvt Ltd,	Sanjay Kapdi	Director	Attached	Attached	
28	SRF Detective and Security Service	Capt. Prabhat Kumar Pandit	VP	Attached	Attached	
29	Tenon Facility Management India Pvt Ltd	Anil Kumar	VP	Attached	Attached	

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	1500			300		
2024	1500			500		
2025	1500			500		

Data to be provided year-wise for next 3 years

5

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
Trainer V1	2018-19	362		215									
Trainer V1	2019-20	4207		3628									
Trainer V1	2020-21	1744		1190									
Trainer V1	2021-22	1381		1083									

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: English

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

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	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	LCD, Projector, Laptop, MSOffice Suite, Flipchart, whiteboard, Markers, wi-fi connectivity	50:50
3	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	Learning management system	0:100
6	<input checked="" type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	Online assessment portals, tablet for each student	0:100
7	<input checked="" 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
MEP/N2601, v3: Plan and organize for facilitation of a training program	<i>Interpret learning environment and delivery requirements</i>	17	26	-	-
	PC1. obtain training documentation from authorized source with respect to mode of training virtual (e-learning, app-based, and blended) and on-site classes	-	-	-	-
	PC2. access, read, and interpret the training documentation to determine delivery requirements from authorised source (Training documentation: Trainers guide, Occupational standards, and Key Learning Outcomes (KLOs), Curriculum, Training schedule)	-	-	-	-
	PC3. provide recommendation for selection of candidates for training as per the learning objectives of the program	-	-	-	-
	PC4. obtain details of the learners from authorised sources	-	-	-	-
	PC5. examine learner profiles to identify group and individual learner needs, and relevant learner characteristics	-	-	-	-
	PC6. identify training environment requirements w.r.t. virtual (e-learning, app-based, and blended) and on-site classes (like venue, tools, equipment, materials, space, layout and seating arrangements, HVAC, stationery, etc.)	-	-	-	-
	PC7. identify constraints impacting training delivery and relevant risks and applicable solutions	-	-	-	-
	<i>Modify session plans and resources for delivery</i>	9	15	-	-
	PC8. evaluate specific needs of individual learners and requisite resources	-	-	-	-

	PC9. modify existing session plans received in line with special learner needs, time and environment constraints, availability of materials, etc.	-	-	-	-
	PC10. contextualise learning materials to meet the needs of the specific learner group	-	-	-	-
	<i>Organise training environment</i>	14	19	-	-
	PC11. ensure availability of adequate training materials, facility, technology, tools and equipment in time for delivery of learning sessions	-	-	-	-
	PC12. organise training materials and equipment for easy access and use when required during the course of the training	-	-	-	-
	PC13. ensure the venue of training for off-line mode and training environment in on-line mode is conducive to learning and in line with professional guidelines including those mentioned in the training documentation	-	-	-	-
	PC14. ensure timely availability of support services as per requirement by coordinating with training coordinator (Support services: Pantry service, logistic service, housekeeping and maintenance, internet services, training platform and IT support)	-	-	-	-
	PC15. ensure training area is risk free and equipped with necessary health and safety resources like fire extinguishers, safety signage, clean toilets, dry flooring, security arrangements, etc.	-	-	-	-
	PC16. confirm overall delivery arrangements			-	-
	Total Marks	40	60	-	-
	<i>Deliver and facilitate training sessions</i>	24	34	-	-
MEP/N2602, v3: Deliver competency based, instructor-led training sessions as per session plan	PC1. conduct each session according to the session plan, modify where appropriate to meet learner needs	-	-	-	-
	PC2. explain the objectives of the training session and how it would benefit the trainees.	-	-	-	-
	PC3. gather learners expectations and modify the session plan to incorporate the valid ones in the delivery which were not covered	-	-	-	-
	PC4. deliver training using a range of training methods and training processes as instructed in trainers guide Training methods: lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case-studies, self-study Training processes: connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two- way interaction, step by step demonstration, guided learner practice and recap/consolidation to optimise learner experiences	-	-	-	-
	PC5. ensure effective participation and group management by using basic facilitation techniques Basic facilitation techniques: active listening, questioning, brainstorming, setting ground rules, encouraging participation, not criticizing, use existing knowledge in the group effectively	-	-	-	-
	PC6. apply learning principles to make reasonable adjustments to delivery - and session plans if	-	-	-	-
		-	-		

	required - according to individual and group learner needs				
	PC7. create and maintain a positive learning environment	-	-	-	-
	PC8. be polite and courteous with all learners at all times	-	-	-	-
	PC9. manage inappropriate behaviour professionally as per established organisational policy	-	-	-	-
	PC10. ensure safe and comfortable environment for learning	-	-	-	-
	<i>Support and monitor learning</i>	10	17	-	-
	PC11. monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met	-	-	-	-
	PC12. share feedback with learners on a regular basis to keep them updated on their progress and areas that require more focus	-	-	-	-
	PC13. make adjustments to the delivery sessions to reflect specific needs and circumstances	-	-	-	-
	PC14. provide additional assistance to individual learners as required to achieve session outcomes	-	-	-	-
	PC15. maintain and store learner records according to organisational requirements	-	-	-	-
	<i>Undertake post training activities</i>	6	9	-	-
	PC16. securing equipment and tools in safe places in accordance with procedures	-	-	-	-
	PC17. ensure that training equipment and tools are used and left in good condition	-	-	-	-
	PC18. complete learner records accurately and in the required timeframes	-	-	-	-
	Total Marks	40	60	-	-
MEP/N2618, v2: Facilitate learning through on-the-job or in a simulated training	<i>Prepare for on-the-job training or simulated training</i>	9	25	-	-
	PC1. obtain information of batch size, schedule of training, documentation and relevant materials from authorised sources	-	-	-	-
	PC2. identify characteristics of audience to customize demonstration as per their needs	-	-	-	-
	PC3. estimate equipment, materials and resources required to carry out demonstration and practice of work skills	-	-	-	-
	PC4. organize for necessary and adequate equipment, materials and resources required	-	-	-	-
	PC5. ensure that all equipment, materials and resources are ready to use and placed in a safe and learner friendly manner	-	-	-	-
	PC6. notify learners of details regarding the implementation of the learning program and/or delivery plan	-	-	-	-
	<i>Carry out on-the-job or simulated training</i>	21	45	-	-
	PC7. share with the learners clearly, the acceptable standards of knowledge and performance to become competent	-	-	-	-
	PC8. ensure that all learners have access to necessary equipment and materials for practicing on and learning the work skills	-	-	-	-

	PC9. demonstrate each step in the task or procedure at a pace and manner that is easy for learners to follow	-	-	-	-
	PC10. clarify queries and provide feedback on progress systematically	-	-	-	-
	PC11. explain unfamiliar terms and jargons as and when they are used so that the learners can understand easily	-	-	-	-
	PC12. state the precautions to be taken while performing the various steps	-	-	-	-
	PC13. provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible	-	-	-	-
	PC14. observe learner performance and evaluate as per performance criteria	-	-	-	-
	PC15. record and share feedback with the learnersto support their learning as well as with management as per protocol	-	-	-	-
	PC16. carry out post-training activities like proper storage of equipment and maintenance of records	-	-	-	-
	Total Marks	30	70	-	-
MEP/N2604, v3: Undertake assessment of competence as per required standards	<i>Prepare for undertaking assessment of competence as per standards</i>	14	20	-	-
	PC1. schedule the assessments in between the training schedule as per requirement of the training plan	-	-	-	-
	PC2. access and interpret units of competency that are to be used as benchmarks for assessment	-	-	-	-
	PC3. prepare assessment tools to match the competency being evaluated and the parameters indicated in the checklist	-	-	-	-
	PC4. ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates	-	-	-	-
	PC5. ensure a safe and secure environment for the assessment to take place	-	-	-	-
	PC6. provide instructions prior to assessment on the conduct of the assessment and assessment parameters	-	-	-	-
	<i>Conduct assessment of competence</i>	26	40	-	-
	PC7. use assessment tools for various purposes: evaluate level of competence; evaluate learning retention; monitor learner progress against program and session objectives; identify learner learning needs against required curriculum; provide feedback to learners on progress; create development plan for further learning; assess learning styles; assess learner soft skills	-	-	-	-
	PC8. gather evidence of performance applying the principles of assessment and rules of evidence	-	-	-	-
	PC9. evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence	-	-	-	-
	PC10. validate inferences made and finalize the results of the assessment	-	-	-	-

	PC11. record assessment decision whether competency mentioned in assessment criteria has been achieved	-	-	-	-
	PC12. identify level of competence achieved as per assessment criteria as well as learning gaps	-	-	-	-
	PC13. provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required	-	-	-	-
	PC14. complete learner assessment records accurately and submit or process as required in the required timeframes	-	-	-	-
	PC15. use technology as applicable while conducting assessment activities (such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.)	-	-	-	-
	PC16. check and authenticate the video recordings and other evidences (for example, to see if there are no shortcomings), and retake the recording and evidences as applicable	-	-	-	-
	PC17. document the results on paper templates as well as online forms and templates as prescribed accurately	-	-	-	-
	PC18. complete candidate records accurately and process in the required time frame	-	-	-	-
	PC19. secure, label and pack the evidences accurately as per standard procedures adopted by training organisation	-	-	-	-
	Total Marks	40	60	-	-
MEP/N9903, v5: Apply health and safety practices at the workplace	<i>Apply relevant health and safety practices at the workplace</i>	13	16	-	-
	PC1. identify, control and report health and safety issues relating to immediate work environment according to procedures	-	-	-	-
	PC2. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies	-	-	-	-
	PC3. document and report all hazards, accidents and near-miss incidents as per set process	-	-	-	-
	PC4. document safety records according to organisational policies	-	-	-	-
	<i>Maintain a healthy and hygienic environment</i>	8	21	-	-
	PC5. maintain the work area in a clean and tidy condition	-	-	-	-
	PC6. ensure that the work area is sanitised as and when required	-	-	-	-
	PC7. maintain personal hygiene	-	-	-	-
	PC8. use appropriate personal protective equipment (PPE) where required	-	-	-	-
	PC9. wash hands using soap and water or alcohol based sanitiser	-	-	-	-
	PC10. report hygiene related concerns promptly to the relevant authority	-	-	-	-
<i>Emergencies, rescue and first-aid procedures</i>	6	9	-	-	

	PC11. administer appropriate first aid to victims wherever required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc.			-	-
	PC12. respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments			-	-
	PC13. perform rescue activity during an accident if applicable (e.g. if moving victim is advisable)			-	-
	<i>Follow fire safety requirements</i>	13	14	-	-
	PC14. follow fire safety practices			-	-
	PC15. identify the type of fire and its stage			-	-
	PC16. use the various appropriate fire extinguishers on different types of fires correctly			-	-
	PC17. follow procedures to rescue victim of fire without endangering self			-	-
	Total Marks	40	60	-	-
MEP/N9912, v3: Apply principles of professional practice at the workplace					
	Maintain a professional image and behaviour	3	5	-	-
	PC1. display appropriate professional appearance for the workplace			-	-
	PC2. interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner			-	-
	Maintain and enhance professional competence	14	19	-	-
	PC3. develop personal and professional goals and objectives			-	-
	PC4. identify strengths and weaknesses in relation to goals and objectives			-	-
	PC5. evaluate own capacity to meet goals and objectives			-	-
	PC6. determine personal development needs to perform role as per desired standards			-	-
	PC7. develop a professional development plan to enhance professional capabilities			-	-
	PC8. document a professional practice plan designed to support the achievement of goals			-	-
	PC9. select and implement development opportunities to support continuous learning and maintain currency of professional practice			-	-
	PC10. research developments and trends impacting on professional practice and integrate information into work performance			-	-
	PC11. seek feedback on performance from others and incorporate it to improve			-	-
	Work in a disciplined and ethical manner	10	17	-	-
	PC13. perform tasks to the required workplace standard			-	-
PC14. protect the rights of the client and organisation when delivering services			-	-	
PC15. recognise unethical conduct and report to an appropriate person			-	-	

	PC16. operate within an agreed ethical code of practice			-	-
	PC17. maintain confidentiality as per the organisational guidelines			-	-
	Work effectively with all stakeholders	13	19	-	-
	PC18. identify and obtain clarity regarding organisational, team and own goals			-	-
	PC19. prioritise tasks at work as per organisational, team and own goals			-	-
	PC20. plan to meet team performance targets and standards			-	-
	PC21. monitor own and team performance as per agreed plan			-	-
	PC22. share all relevant information with stakeholders in agreed formats and as per agreed timelines			-	-
	PC23. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes			-	-
	PC24. recognise, avoid and/or address any conflict of interest			-	-
	PC25. recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy (Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal, or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour)			-	-
	Total marks	40	60	-	-
DGT/VSQ/N0102, v1: Employability Skills (60 Hours)	<i>Introduction to Employability Skills</i>	1	1	-	-
	PC1 identify employability skills required for jobs in various industries	-	-	-	-
	PC2 identify and explore learning and employability portals	-	-	-	-
	<i>Constitutional values – Citizenship</i>	1	1	-	-
	PC3 recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4 follow environmentally sustainable practices	-	-	-	-
	<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
	PC5 recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC6 practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for	-	-	-	-

continuous learning etc. in personal and professional life				
<i>Basic English Skills</i>	2	3	-	-
PC7 use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8 read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9 write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-
PC10 understand the difference between job and career	-	-	-	-
PC11 prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12 follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13 work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14 communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15 escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC16 select financial institutions, products and services as per requirement	-	-	-	-
PC17 carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18 identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19 identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20 operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21 use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22 use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-
PC23 identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24 develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25 identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26 identify different types of customers	-	-	-	-

PC27 identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28 follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29 create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30 search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31 apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32 answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33 identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30		

Annexure: Assessment Strategy

1. Assessment System Overview:

Assessment will be carried out by assessment partners with no link to training pspartners. Based on the results of assessment, MEPSC will certify the learners. Assessor has to pass online assessment of theoretical knowledge of the job role and approved by MEPSC.

The assessment will have both theory and practical components in 40:60 ratio.

While theory assessment is summative and a written exam; practical will involve demonstrations of applications and presentations of procedures and other components. Practical assessment will also be summative in nature.

2. Testing Environment:

Training partner has to share the batch start date and end date, number of trainees and the job role.

Assessment will be fixed for a day after the end date of training. It could be next day or later. Assessment will be conducted at the training venue.

Room where assessment is conducted will be set with proper seating arrangements with enough space to prevent copying.

Question bank of theory and practical will be prepared by assessment agency and approved by MEPSC. From this set of questions, assessment agency will prepare the question paper. Theory testing will include multiple choice questions, pictorial question, etc. which will test the trainee on the theoretical knowledge of the subject.

The theory and practical assessments will be carried out on same day. If number of candidates are many, more assessors and venue will be organized on same day of the assessment.

Presentation will be one mode of assessment and so computers and LCD projector will be available for assessment. Viva will be used to gauge trainees' confidence and correct knowledge in handling job situations like interacting with clients and colleagues.

The question paper will be pre-loaded in the computer and it will be in the language requested by the training partner.

3. Assessment Quality Assurance levels/Framework:

Assessor has to go through orientation program organized by Assessment Agency. The training will give an overview to the assessors on the overall framework of QP evaluation. Assessor will also be given a NOS and PC level overview of each QP as applicable. Overall structure of assessment and objectivity of the marking scheme will be explained to them.

The giving of marks will be driven by an objective framework which will maintain standardization of marking scheme. The weightages given to each module will be adhered to in the question paper.

For practical, the instructions for taking the test are clearly written on the board in the lab or shared with the candidates verbally.

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:

Unless the trainee is registered, the person cannot undergo assessment. To further ensure that the person registered is the person appearing for assessment, id verification will be carried out. Adhar card number is part of registering the candidate for training. This will form the basis of further verification during the assessment.

Assessor conducts the assessment in accordance with the assessment guidelines and question bank as per the job role. The assessor carries tablet with the loaded questions. This tablet is geotagged and so it is monitored to check their arrival and completion of assessment. The training partner will also intimate the time of arrival of the assessor and time of leaving the venue.

The assessment will be video recorded and submitted to MEPSC. Video of the practical session is prepared and submitted to MEPSC.

Random spot checks/audit is conducted by MEPSC assigned persons to check the quality of assessment.

Assessment agency will be responsible to put details in SID.

MEPSC will also validate the data and result received from the assessment agency.

6. Method for assessment documentation, archiving, and access

The assessment agency will upload the result of assessment in the portal. The data will not be accessible for change by the assessment agency after the upload. The assessment data will be validated by MEPSC assessment team. After upload, only MEPSC can access this data.

MEPSC approves the results within a week and uploads on SID.

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