



QUALIFICATION FILE

Advanced Communicative English and Professional Skills 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: 5.5

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	Advanced Communicative English and Professional Skills Trainer										
2.	Sector/s	Media & Entertainment										
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input 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>	Qualification Name of existing/previous version: NA									
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	NA										
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-5.5-ME-02601-2024-V1-ASAP Version 1	6. NCrf/NSQF Level: 5.5									
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	Advanced Communicative English and Professional Skills Trainer imparts training to students in Communicative English and helps to acquire the necessary professional skill for pursuing a successful career										
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	<p>a. Entry Qualification & Relevant Experience:</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Graduation with english as one subject</td> <td>2</td> </tr> <tr> <td></td> <td>Completed Communicative English Trainer QP (QP code-2017/ME/ASAP/01991) NSQF level 5 (Desirable)</td> <td>4</td> </tr> </tbody> </table> <p>Trainees will be selected based on screening test to assess their English Proficiency based in their basic reading, writing and speaking skills.</p> <p>b. Age: <Please specify age only in case of any legal restrictions></p>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Graduation with english as one subject	2		Completed Communicative English Trainer QP (QP code-2017/ME/ASAP/01991) NSQF level 5 (Desirable)	4
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)										
1	Graduation with english as one subject	2										
	Completed Communicative English Trainer QP (QP code-2017/ME/ASAP/01991) NSQF level 5 (Desirable)	4										
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	20	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable): II</i>									
12.	Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	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>) 600 hours	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended																							
		<table border="1"> <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>138+90(ES)</td> <td>252</td> <td>120</td> <td>0</td> <td>600</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	138+90(ES)	252	120	0	600	Online										
		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																		
Classroom (offline)	138+90(ES)	252	120	0	600																				
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>)	2353																							
15.	Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>)	<p>Job progression 1 Advanced Communicative English and Professional Skills Trainer-> Master Trainer-> Consultant-> Team Leader(Training)</p> <p>Job progression 2 After completion of our certificate course, students can pursue any advanced courses on soft skill training (diploma/short term course) After acquiring sufficient OJT),they can set up a soft skill training academy.</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No URLs of similar Qualifications: Communicative English Trainer(CET) is an introductory course developed by ASAP Kerala. This course is developed as an Advanced version of CET.																							
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	50% seat allocation to female candidates																							
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 type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" 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 No.: 04712772500 Website: www.asapkerala.gov.in				Contact																			
23.	Final Approval Date by NSQC:	24. Validity Duration: 3 Years			25. Next Review Date																				

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/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks						
						Th.	Pr.	OJT-Ma n.	OJT-Re c.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)	
1.	Personal Skills	ASP/MES/N 0203 Version 1	Core	5.5	1	10	20	0	0	30	20	30	0	0	50		
2.	Professional Communication Skills Training	ASP/MES/N 0201 Version 1	Core	5.5	5	49	101	0	0	150	30	60	0	10	100		
3.	Managerial Skills	ASP/MES/N 0202 Version 1	Core	5.5	2	22	38	0	0	60	28	62	0	10	100		
4.	Digital Skills	ASP/MES/N 0204 Version 1	Core	5.5	2	20	40	0	0	60	15	30	0	5	50		
5.	Introduction to Training	ASP/MES/N 0205 Version 1	Core	5.5	3	37	53	0	0	90	30	70	0	0	100		
6.	Project & Internship	ASP/MES/N 0206 Version 1	Core	5.5	4	0	0	120	0	120	30	100	0	20	150		
7.	Employability Skills	DGT/VSQ/N0 102			3	90	0	0	0	90							
Duration (in Hours) / Total Marks						20	228	252	120	0	600	153	352	0	45	550	

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	NA

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
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: 25
5.	Estimated nos. of persons to be trained and employed: Approx 100 per year
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 <i>(Mandatory)</i>	<i>Annexure 1</i>
2.	Annexure : Tools and Equipments	<i>Annexure 2</i>
3.	Annexure : Industry validations	<i>Annexure 3</i>
4.	Annexure : Training and Employment details	<i>Annexure 4</i>
5.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	<i>Annexure 5</i>
6.	Annexure: Assessment Strategy <i>(Mandatory)</i>	<i>Annexure 6</i>
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	<i>Annexure 7</i>
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	<i>Supporting Document 1</i>
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	<i>Supporting Document 2</i>
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	<i>Supporting Document 2</i>
11.	Supporting Document: Assessment SOP <i>(Mandatory)</i>	<i>Supporting Document 3</i>

Annexure 1: 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	<ul style="list-style-type: none"> - Acquire knowledge about the various training methodologies - To familiarize with various professions and the communication requirement corresponding to the job roles - To learn various conflict resolution techniques 	<ul style="list-style-type: none"> - The candidate is familiarized with various training techniques - The candidate acquires professional skills and knowledge essential for effectively working in an office environment 	5.5
Professional and Technical Skills/ Expertise/ Professional Knowledge	<ul style="list-style-type: none"> - Skills to adapt to the future of work and to the demands of the fast pace of innovations and technological developments. 	<ul style="list-style-type: none"> - Acquire digital skills essential for present and become equipped to adapt with upcoming modes of working through the digital Skills module of the course 	5.5
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	<ul style="list-style-type: none"> - Excellent leadership, Communication, collaboration and organizational skills 	<ul style="list-style-type: none"> - Through practical sessions on handling class, the candidate acquires 	5.5
Broad Learning Outcomes/Core Skill	<ul style="list-style-type: none"> - Evaluation and improvement of processes, procedures and work or study activities 	<ul style="list-style-type: none"> - Through collective feedback from demo trainings, the candidate can effectively better the training skills and presentation skills 	5.5
Responsibility	<ul style="list-style-type: none"> - Team Building - Effective delegation & Monitoring 	<ul style="list-style-type: none"> - As most of the class activities involve team work, the candidates understands the need for a strong team building - Through class monitoring and activity delegation in demo classes, the candidate familiarizes with delegation and monitoring skills 	5.5

Annexure 2 : Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	LCD SCREEN	60-70 INCH SCREEN,	1
2	MIC	Wireless Mic with UHF connectivity	5

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 3: 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	Centre for English Language Training, University of Kerala	Vishnu Narayanan	Director	CELT, University of Kerala, Palayam, Trivandrum, Kerala		celt@keralauniversity.ac.in	
2	The Unpyn Academy	Dr. Bindu Santhakumar	Co Founder and Lead Trainer	The Unpyn Academy, 1 st floor, Ponoth Building, Kaloor, Kochi-682017		bindu@theunpynacademy.com	
3	Trainnovate	Mr. Sherin S	Co Founder	Trainnovate Training Service, Erimayur, Palakkad-678546			
4	Tata Power Community Development Trust	Shamna C	English Trainer	Tata Power Community Trust, ASAP Skill Park, Mannathavady, Wynad, Kerala		shamnapply@gmail.com	
5	Devyanam Training centre	Bindu Amat	Trainer	Devayanam, Jawahar Nagar, Calicut		binduamat@gmail.com	

			Asst Professor, English(Rtd)			
6	Viswajyothi College	Arun Vishnu	Asst. Professor	Viswajyothi College, Vazhakkulam, Ernakulam, Kerala		Arunvishnu46@gmail.com
7	Daris Educative Training Centre	Uwais A	Founder and Learning facilitator	Daris Educative Training Centre		uwaismouhab@gmail.com
8	Govt. Womens College	Dr. Saritha G	Asst. Professor	Govt. Women's College, Vazhutacaud, Trivandrum, Kerala		saritavivek@yahoo.com
9	Freelance Trainer	Aarsha AVP	NA	NA		aarshaavp@gmail.com
10	Govt. Women Polytechnic, Trivandrum	Dr. Neetha Sasidharan	Associate Professor in english	Govt. Polytechnic College, kaimanam, Trivandrum		neetasasidharan@gmail.com
11	Ideaverse Pvt Ltd	Anas Anwar	Co founder	Ideaverse, Erimayoor, Palakkad, Kerala		Anasanwer1@gmail.com
12	MES College	Swapna N R	Asst Professor	MES College, Valancherry, Kozhikode, Kerala		Swapu87@gmail.com
13	Kannur University	Nirmal Roy V P	Asst Professor	Kannur University, Palayad, Kannur, Kerala		nirmalroy@kannuruniv.ac.in
14						
15	Freelance Trainer	Chinchu C Babu	Freelance	NA		cbabuchinchu@gmail.com
16	Entri App	Basila M	Soft Skill Trainer	NA	-	-
17	Nirmala Arts & Science College	Sethulakshmi T S	Asst. Professor	Nirmala Arts and Science College, Mulanthuruthy, Ernakulam, Kerala		Sethulakshmits97@gmail.com
18	Freelance	Aatira C Nair	Professional Development Professionalist	Freelance		Aatira.c.nair@gmail.com
19	St. Peters Training College	Ashalatha M A	Asst. Professor	St. Peters Training College, Kolencherry, Ernakulam		ashalatha@gmail.com
20	Freelance Trainer	Maria Alias	Freelance	NA		Marialias1993@gmail.com
21	Christian College	Dr. Anej Somaraj	Asst. Professor	Christian College, Chengannur, Alappuzha, Kerala		anejsomaraj@christiancollege.ac.in
22	Thomas Cook	Rohith M	Asst. Manager	Thomas Cook		Rohith.maniketh@thomascook.in
23	Nirmala Arts & Science College	Aiswarya S Nair	Asst, Professor	Nirmala Arts and Science College, Mulanthuruthy, Ernakulam, Kerala		Aiswaryasnair30@gmail.com
24	Freelance Trainer	Midhun S	Freelance	NA		midhunsatheeshkumar@gmail.com

25	Dyuthi Centre for Excellence	Nikhil P N	Director	Dyuthi Centre for Excellence,S. Bathery,Wynad,Kerala		teamyuthi@gmail.com	
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Annexure 4: 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	100	75 -80%	50	70%	NA	NA
2024	120	75 -80%	60	70%	NA	NA
2025	150	75 -80%	75	100%	NA	NA
2026	200	75 -80%	100	100%	NA	NA

Data to be provided year-wise for next 3 years

Annexure 5: Detailed Assessment Criteria

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

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Mark Allocation			Viva
		Theory	Practical	Project	
M1/U1	PC1:Develop Knowledge of various Industry sectors	4	0	0	0
	PC 2:Develop an awareness of the career prospects and placements	4	5	0	0
M1/U2	PC3:Design your resume and draft applications for professional positions	3	5	0	0
	PC4:Display aptitude for different job roles and associated job skills	3	3	0	0
	PC5:Apply Interview ,GD skills for specific job requirements	3	4	0	0
M1/U3	PC6: Showcase Professional values-integrity, perseverance, fairness, justice, impartiality and positivity.	3	2	0	0
	PC7:Display humanitarian concerns-	0	2	0	0

	Empathy, tolerance, accommodation, understanding and Kindness.				
	PC8: Demonstrate an understanding of Ethical standards and Code of Conduct	0	3	0	0
	PC9: Prepare a case study on professional values and ethics in Industry	0	6	0	0
M2/U1	PC1: Display an understanding of the nuances of ESP and GE	2	1	0	2
	PC2: Demonstrate the use of different registers in real life situations.	2	2	0	3
	PC3: Display effective communication skills in ESP.	0	2	0	0
M2/U2	PC1: Understand communication theories	2	0	0	2

	and processes				
	PC2: Demonstrate the salient features of verbal and non verbal communication.	0	2	0	0
	PC3:Apply effective verbal and non verbal communication skills in real life situations	1	2	0	0
M2/U3	PC1:Understand the fundamentals of critical thinking skills.	2	2	0	0
	PC2: Display critical thinking skills in specific environments.	1	2	0	1
	PC3: Understand the fundamentals of creative thinking skills.	1	2	0	0
	PC4:Display creative thinking skills in real life situations	1	3	0	0
M2/U4	PC1:Understand the different types of	2	0	0	1

	social skills				
	PC2: Demonstrate the use of social skills in specific situations.	0	2	0	0
M2/U5	PC1: Understand presentation techniques and various types of presentations	1	0	0	0
	PC2: Demonstrate the ways to improve presentation skills.	0	2	0	0
	PC3: Display effective presentation skills for workplace requirements	0	2	0	0
M2/U6	PC1: Understand the salient features of soft skills.	1	0	0	0
	PC2: Demonstrate the uses of soft skills for effective communication	1	1	0	0

	PC3: Display effective soft skills at workplace	0	2	0	0
M2/U7	PC1: Understand the features of IQ and EQ.	2	0	0	0
	PC2: Demonstrate the uses of EQ testing for workplace needs.	0	1	0	0
	PC3: Display optimum EQ for professional needs.	0	2	0	0
M3/U1	PC1: Understanding etiquette required in professional places.	2	1	0	1
	PC2: Displaying an understanding of Etiquette required in formal/informal correspondences and business correspondence	0	2	0	0
	PC3: Demonstrating etiquette required in business meetings ,telephone conversations, video conferencing and dining.	0	2	0	0
M3/U2	PC1: Understanding business networking	2	0	0	0

	<p>PC2: Demonstrating an understanding of networking opportunities and strategies</p>	0	2	0	0
	<p>PC3: Displaying the art of soft selling and small talk for business enhancement</p>	0	2	0	0
M3/U3	<p>PC1: Displaying problem solving acumen and ability to face challenges.</p>	0	1	0	0
	<p>PC2: Identifying, selecting and implementing solutions for a particular problem</p>	1	1	0	0
	<p>PC3: Displaying an attitude to face challenges and mastering them.</p>	1	0	0	0

	PC4: Developing a case study on facing challenges and solving problems in Industries/ businesses	0	3	0	0
M3/U4	PC1: Understanding different forms of conflict, conflict management techniques and barriers to conflict resolution	2	0	0	0
	PC 2: Displaying an ability at conflict resolution and aligning it with long term goals	0	2	0	0
	PC 3: Developing a case study on effectively resolving conflicts in the workplace	0	3	0	0
M3/U5	PC 1: Understanding leadership theories and styles	2	0	0	0
	PC 2: Translating leadership theory into praxis	1	3	0	0
	PC3:Developing a case study on giving training in leadership skills for various industry sectors	0	3	0	0

M3/U6	PC1: Understanding the need and essence of motivation	1	0	0	0
	PC 2: Displaying an ability at delegating responsibilities and setting up SOPs	0	2	0	0
	PC3:Develop a case study on imparting team building skills and team work in the context of businesses/Industry	0	3	0	0
M3/U7	PC 1: Displaying an ability at building an impressive virtual presence and creating trust virtually.	0	2	0	0
	PC2: Demonstrating the fine art of balancing productivity with sustainable well being	0	2	0	0

	PC 3: Displaying an ability of staying creative when working remotely	0	1	0	0
M4/U1	PC1: Develop and display adequate familiarity with the fundamentals of management skills	2	2	0	0
	PC2: Knowledge of Practical aspects and challenges of planning and organizing	2	3	0	1
	PC3: Identifying and overcoming challenges of planning and organizing	3	3	0	
M4/U2	PC1: Develop and display adequate familiarity with basic concepts of crises management	2	2	0	1
	PC2: Familiarity with challenges in risk management and crises management				

	PC3: Prepare and present a case study of Crises management in workplace	2	3	0	0
		2	4	0	0
M4/U3	PC1: Develop and display familiarity with major concepts in stress management	2	2	0	1
	PC2: Application of appropriate strategies in stress management				
	PC3: Prepare and present a case study on workplace stress management	1	4	0	0
		1	5	0	0
M4/U4	PC1: Develop and display familiarity with fundamentals with negotiation	2	2	0	2
	PC2: Application of appropriate language skills for negotiation				
	PC3: Prepare and present a case study on negotiation	1	4	0	2

		1	5	0	0
M4/U5	PC1: Develop and display familiarity with concepts and strategies in analytical skills	2	2	0	1
	PC2: Application and evaluation of analytical and reasoning skills				
	PC3: Analytical skills in Praxis	1	4	0	0
		1	5	0	0
M4/U6	PC1: Develop and display adequate familiarity with the basics of strategic management.	2	2	0	1
	PC2: Application of strategic communication skills and strategic negotiation skills	1	4	0	1
	PC3: Strategic Management in Praxis				

		0	6	0	0
M5/U1	PC 1: Identify the requisites of establishing one's presence on social media platforms	2	1	0	0
	PC2: Designing developing and executing blueprint for content creation				
	PC 3: Demonstrate an awareness of principles of copyright	1	2	0	0
		2	1	0	0
M5/U2	PC1: Being able to make sense of diverse range of media messages	0	1	0	0
	PC2:Formulate concepts on how media works in relation to society	2	1	0	0
	PC 3: Demonstrating an understanding of how diversity works in society	1	2	0	0

	PC4: Analyse and examine cases where media is able to create content that is responsible and conscientious.	0	3	0	0
M5/U3	PC 1: Demonstrate a knowledge of online communication practices	1	1	0	0
	PC2: Organise information and formulate a framework to ensure online safety.	1	2	0	0
	PC3: Develop a set of checklist to ensure copyright compliance	1	1	0	0
	PC 4: Demonstrate in depth understanding of online communication practice by highlighting its nuances	0	2	0	0
M5/U4	PC 1: Compile and compose online profile	0	2	0	0
	PC 2:Formulating principles for leveraging digital presence	1	1	0	0

	PC 3: Evaluate the use of online footprint and assess the efficacy of its impact on media.	2	2	0	0
M5/U5	PC1: Organize and elaborate an understanding of awareness and OER	1	1	0	0
	PC2: Demonstrate familiarity with virtual platforms and related software and hardware	0	2	0	0
	PC3: Make use of equipment and software for content and video creation.	0	2	0	0
	PC4: Illustrate ability to use software and hardware for content creation	0	3	0	0
M6/U1	PC1: Understand definition and types of training	2	0	0	0
	PC2: Knowledge of theories of training				
	PC3: Develop and display training strategies	2	0	0	0
		1	5	0	0
M6/U2	PC1: Understand theories of learning-	2	0	0	0

	behaviourism, cognitivism and constructivism				
	PC2: Identify barriers to learning and demonstrate impact of learner factors	1	3	0	0
	PC3: Display learning styles in accordance to multiple intelligence	1	3	0	0
M6/U3	PC1: Display proficiency in task analysis	1	4	0	0
	PC2: Demonstrate the uses of needs analysis	1	2	0	0
	PC3: Prepare and present the importance of setting goals and objectives in a specific training design	1	4	0	0
M6/U4	PC1: Understand the importance of planning selection and grading of materials	2	2	0	0
	PC 2: Demonstrate the uses of research skills in training design	1	2	0	0
	PC3: Prepare a blueprint on a training	1	3	0	0

	design PC4: Develop and Implement a training design.	1	5	0	0
M7/U1	PC 1: Understand the different types of training techniques	2	0	0	0
	PC 2: Demonstrate how to build rapport and motivational skills	1	2	0	0
	PC 3: Demonstrate trainer attributes	1	4	0	0
	PC 4: Prepare and display a model learning environment both offline and online	0	10	0	0
M7/U2	PC1:Illustrate familiarity with online platforms and audio visual tools	3	3	0	0
	PC2: Display simulation and generating memes	0	2	0	0

	PC3:Exhibit the uses of audio visual tools in presentation and storytelling	0	3	0	0
M7/U3	PC1: Understand different types of assessment and criteria for good assessment	3	2	0	0
	PC2: Illustrate an understanding of assessment tools	2	3	0	0
	PC3:Construct and develop rubrics for assessment	1	4	0	0
	PC4:Demonstrate feedback collection and analysis	0	4	0	0
M8/U1	Internship	0	70	0	10
M8/U2	Project	30	30	0	10

Annexure 6: 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 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.

On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately
2. 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 class activities
3. 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 7: 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