



## QUALIFICATION FILE

### Sound Assistant

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☐ Upskilling ☐ Dual/Flexi Qualification ☒ For ToT ☒ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: **NSQF Level 3**

Submitted By:

Media & Entertainment Skills Council

522-524, DLF Tower-A, Jasola, New Delhi

110025

## Table of Contents

Section 1: Basic Details .....	3
Section 2: Module Summary .....	5
NOS/s of Qualifications.....	5
Mandatory NOS/s: .....	5
Elective NOS/s: .....	5
Optional NOS/s: .....	6
Assessment - Minimum Qualifying Percentage.....	6
Section 3: Training Related.....	6
Section 4: Assessment Related.....	7
Section 5: Evidence of the need for the Qualification.....	7
Section 6: Annexure & Supporting Documents Check List.....	8
Annexure: Evidence of Level .....	8
Annexure: Tools and Equipment (Lab Set-Up) .....	10
Annexure: Industry Validations Summary .....	10
Annexure: Training & Employment Details .....	10
Annexure: Blended Learning .....	12
Annexure: Detailed Assessment Criteria .....	12
Annexure: Assessment Strategy .....	16
Annexure: Acronym and Glossary .....	17

## Section 1: Basic Details

1.	<b>Qualification Name</b>	Sound Assistant										
2.	<b>Sector/s</b>	Media and Entertainment										
3.	<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> 2022/ME/MESC/05222 V2.0	<b>Qualification Name of existing/previous version:</b>									
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> (Wherever applicable)											
5.	<b>National Qualification Register (NQR) Code &amp;Version</b> (Will be issued after NSQC approval)	2022/ME/MESC/05222 V3.0	<b>6. NCrF/NSQF Level:</b> NSQF Level 3									
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also &amp; provide details in annexure))</b>	Certificate										
8.	<b>Brief Description of the Qualification</b>	Individuals at this job are responsible for setting-up/ disassembling sound equipment, aligning sound systems and capturing sounds as per production requirements, largely under supervision.										
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Class X pass</td> <td>one-year relevant experience</td> </tr> <tr> <td>2</td> <td>Class 8th with ITI</td> <td>one year of relevant experience</td> </tr> </tbody> </table> <b>b. Age:</b> <Please specify age only in case of any legal restrictions>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Class X pass	one-year relevant experience	2	Class 8th with ITI	one year of relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)										
1	Class X pass	one-year relevant experience										
2	Class 8th with ITI	one year of relevant experience										
10.	<b>Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))</b>	13	<b>11. Common Cost Norm Category (I/II/III) (wherever applicable):</b> II									
12.	<b>Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)</b>	NA										

13.	<b>Training Duration by Modes of Training Delivery</b> ( <i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i> )	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended																						
		<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>120</td> <td>210</td> <td>60</td> <td></td> <td>390</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)	120	210	60		390	Online									
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																			
Classroom (offline)	120	210	60		390																			
Online																								
		(Refer Blended Learning Annexure for details)																						
14.	<b>Aligned to NCO/ISCO Code/s</b> ( <i>if no code is available mention the same</i> )	NCO 2015- 3521.0401																						
15.	<b>Progression path after attaining the qualification</b> ( <i>Please show Professional and Academic progression</i> )	<ul style="list-style-type: none"> <li>• Sound Engineer</li> <li>• Sound Designer</li> </ul>																						
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi																						
17.	<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																						
18.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:																						
19.	<b>How Participation of Women will be Encouraged</b>	The Qualification is Agnostic of Gender																						
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> ( <i>Specify the NOS/Module which covers it</i> )	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																						
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																						
22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> ( <i>In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs</i> )	Name: Mohit Soni Position in the organization: Chief Executive Officer Address if different from above: Tel number(s): 01149048335/ 49048336 E-mail address: ceo@mescindia.org																						
23.	<b>Final Approval Date by NSQC: 27/01/2022</b>	<b>24. Validity Duration: 5 Years</b>			<b>25. Next Review Date: 25/01/2027</b>																			

## Section 2: Module Summary

### NOS/s of Qualifications

(In exceptional cases these could be described as components)

### Mandatory NOS/s:

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

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

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Set-up, maintain and disassemble sound equipment	MES/N3404	Core	3	3	30	60			90	40	60			100	30
2.	Capture sound	MES/N3406	Core	3	3	30	60			90	40	60			100	25
3.	Align the sound system	MES/N3410	Core	3	3	30	60			90	40	60			100	25
4.	Maintain Workplace Health and Safety	MES/N0104	Non-Core	3	1	15	15			30	50	50			100	10
5.	Employability Skills	DGT/VSQ/N0101	Non-Core	3	1	15	15			30	20	30			50	10
Duration (in Hours) / Total Marks					11	120	210	60		390	190	260			450	100

### Elective NOS/s:

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

## Optional NOS/s:

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

## Assessment - Minimum Qualifying Percentage

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

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

**Minimum Pass Percentage – NOS/Module-wise: 70 %** (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

## Section 3: Training Related

1.	<b>Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	<p><b>Minimum Educational Qualifications:</b> Class XII, preferably with a background in physical sciences</p> <p><b>Domain Certification:</b> Certified for Job Role: "Sound Assistant" mapped to QP: "MES/ Q 3403, v1.0". Minimum accepted score is 70%</p> <p><b>Platform Certification:</b> Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MES/Q 3403". Minimum accepted % as per respective SSC guidelines is 60%.</p> <p><b>Experience:</b> 2 Years of work experience, with experience as an apprentice recording on location or in studio</p>
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	<p><b>Minimum Educational Qualifications:</b> Class XII, preferably with a background in physical sciences</p> <p><b>Domain Certification:</b> Certified for Job Role: "Sound Assistant" mapped to QP: "MES/ Q 3403, v1.0". Minimum accepted score is 70%</p>

		<b>Platform Certification:</b> Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MES/Q 3403”. Minimum accepted % as per respective SSC guidelines is 60%.  <b>Experience:</b> 4 Years of work experience, with experience as an apprentice recording on location or in studio
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If “Yes”, details to be provided in Annexure)
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	

### Section 4: Assessment Related

1.	<b>Assessor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	<b>Minimum Educational Qualifications:</b> Class XII, preferably with a background in physical sciences  <b>Experience:</b> 2 Years of work experience, with experience as an apprentice recording on location or in studio
2.	<b>Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	Graduate with 2 years of relevant experience
3.	<b>Lead Assessor’s/Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	<b>Minimum Educational Qualifications:</b> Class XII, preferably with a background in physical sciences  <b>Experience:</b> 4 Years of work experience, with experience as an apprentice recording on location or in studio
4.	<b>Assessment Mode (Specify the assessment mode)</b>	<b>Blended</b>
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

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

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Yes
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> Yes
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b>
4.	<b>Number of Industry validation provided:</b>

5.	<b>Estimated nos. of persons to be trained and employed:</b>
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> If “No”, why:

## Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

## Annexure: Evidence of Level

NCrf/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrf/NSQF level descriptor	NCrf/NSQF Level
<b>Professional Theoretical Knowledge/Process</b>	1. Set-up, maintain and disassemble sound equipment 2. Align the sound Equipment 3. Capture sound	Job holder needs to prepare and arrange sound equipment and accessories, including Microphones, Amplifiers, Playback and recording equipment, Speakers, Splitters, Wireless communication devices, Batteries and cables, recording media, recording equipment, Mixing consoles, Headphones and Storage devices.	<b>Level 3</b>



	4. Maintain workplace health and safety Description	His main tasks are to set up, test, operate and disassemble the sound equipment as per requirements and recording schedules, thus, pegged at level 3.	
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	1. Set-up, maintain and disassemble sound equipment 2. Align the sound Equipment 3. Capture sound 4. Maintain workplace health and safety Description	A sound assistant is expected to know and understand the basic principles of sound, acoustics and equipment signal flow. He should be aware of the quality and creative standards of the end-products desired by the organization and deliver the same. Thus, it is essential that he knows how to operate, test and place sound equipment. Thus, this job is pegged at level 3.	<b>Level 3</b>
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	1. Set-up, maintain and disassemble sound equipment 2. Align the sound Equipment 3. Capture sound 4. Maintain workplace health and safety Description	Job holder must be competent in planning the work according to the requirements by not compromising on the timelines. He should be equipped with the problem-solving ability for successful resolution to any fault in the equipment that can impede the execution, with the help of sound engineers and production team. He is expected to ensure that equipment repair/replacement is carried out before the recording dates for a smooth execution. Therefore, it is pegged at level 3.	<b>Level 3</b>
<b>Broad Learning Outcomes/Core Skill</b>	1. Set-up, maintain and disassemble sound equipment 2. Align the sound Equipment 3. Capture sound 4. Maintain workplace health and safety Description	Written and oral communication with clarity in expression and understanding to document, label and demarcate sound equipment and collaborate with sound supervisors to effectively communicate about run throughs or correct use of the sound accessories.  Job holder should also be able to read the schedules, user manuals, safety considerations and handling specifications. This is pegged at level 3.	<b>Level 3</b>
<b>Responsibility</b>	1. Set-up, maintain and disassemble sound equipment 2. Align the sound Equipment	The sound assistant is responsible to conduct preliminary tests and technical run throughs to ensure smooth functioning of the equipment and fit them to contributors, like artists reporters, performers etc., in a way that optimizes sound input. He will be under close supervision and	<b>Level 3</b>

	3. Capture sound	accountable for the work done by the job holder. Hence, this is pegged at level 3	
	4. Maintain workplace health and safety Description		

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

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Teaching-Aides	Presentation tools (Laptop/PC + Projector & Screen, Speakers/Microphones etc.)	1
2	Audio Setup including Microphones	dynamic, condenser, ribbon), Audio interface, Studio monitors (speakers), headphones, Cables (XLR, TRS, RCA), Digital Audio Workstation (DAW) software, MIDI keyboard controller, Preamp, Equalizer (EQ), Compressor, Reverb and Delay effects processors, Pop filter, Shock mount	1

Classroom Aids

The aids required to conduct sessions in the classroom are:

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

### Annexure: Industry Validations Summary

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

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)

### Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities

Data to be provided year-wise for next 3 years

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

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed

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

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

- 1.
- 2.

Content availability for previous versions of qualifications:

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

Languages in which Content is available:

## Annexure: Blended Learning

### Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET "Guidelines for Blended Learning for Vocational Education, Training & Skilling" available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	LCD, Projector, Laptop, MSOffice Suite, Flipchart, whiteboard, Markers, wi-fi connectivity	50:50
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	LCD, Projector, Laptop, MSOffice Suite, various tools and software, computer camera, computer speakers, wi-fi connectivity	50:50
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	Computer systems for all students, printers, wi-fi connectivity	50:50
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	Learning management system	0:100
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	Online assessment portals, tablet for each student	0:100
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	Access to industry partner in relevant field	100:0

## Annexure: Detailed Assessment Criteria

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

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>1. MES/N3404</b>  <b>(Set-up, maintain and disassemble sound equipment)</b>	<ul style="list-style-type: none"> <li>PC1.Set-up, operate and disassemble sound equipment and accessories in accordance with requirements and recording schedules and under supervision of the sound supervisor</li> </ul>	20	20		
	<ul style="list-style-type: none"> <li>PC2. Conduct preliminary tests and technical run-throughs to ensure equipment is in working order (e.g. infiltration from an outdoor recording)</li> </ul>	10	30		
	<ul style="list-style-type: none"> <li>PC3. Fit microphones to contributors (artists, performers, field reporters, commentators etc.) in a way that optimizes sound input</li> </ul>	10	10		
	<b>Total Marks</b>	<b>40</b>	<b>60</b>		

<b>2.MES/N3410</b> <b>(Align the sound equipment)</b>	<ul style="list-style-type: none"> <li>PC1.Ensure that interfaces between source and destination are matched in level, impedance, polarity and format</li> </ul>	10	5		
	<ul style="list-style-type: none"> <li>PC2. Route the test signal to the correct signal path to enable alignment of the system</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC3.Confirm that the level of test signal is correct for that application</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC4. Produce test signals which bear the expected phase relationship to each other</li> </ul>	5	15		
	<ul style="list-style-type: none"> <li>PC5. Correctly identify the origin of the received test signals</li> </ul>	5	10		
	<ul style="list-style-type: none"> <li>PC6. Assess the test signal accurately for variations in level, phase, and frequency and response, and log them accurately</li> </ul>	10	20		
	<b>Total Marks</b>	<b>40</b>	<b>60</b>		
<b>3.MES/N3406</b> <b>(Capture sound)</b>	<ul style="list-style-type: none"> <li>PC1. Handle/move sound input devices and equipment to capture sound in a way that minimizes disturbances and optimizes input</li> </ul>	10	20		
	<ul style="list-style-type: none"> <li>PC2. Ensure that the captured sound/input matches the production requirements and expected sound quality</li> </ul>	10	10		
	<ul style="list-style-type: none"> <li>PC3. Ensure documentation and labelling of equipment, where appropriate</li> </ul>	10	20		
	<ul style="list-style-type: none"> <li>PC4. Troubleshoot at a basic level</li> </ul>	10	10		
	<b>Total Marks</b>	<b>40</b>	<b>60</b>		
<b>4. MES/N0104</b> <b>(Maintain workplace health and safety)</b>	PC1. maintain one's posture and position to minimize fatigue and the risk of injury	5	5		
	PC2. maintain first aid kit and keep oneself updated on the first aid procedures	5	5		
	PC3. identify and document potential risks like sitting postures while using computer, eye fatigues and other hazards at the workplace	3	2		
	PC4. accurately maintain accident reports	3	2		
	PC5. report health and safety risks/ hazards to concerned personnel	5	5		
	PC6. participate in organization's health and safety knowledge sessions and drills	5	5		
	PC7. identify the people, responsible for health and safety at the workplace, including those to contact in case of an emergency	5	5		
	PC8. identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	5	5		

	PC9. identify aspects of workplace that could cause potential risk to own and others health and safety	3	2		
	PC10. ensure own personal health and safety, and that of others in the workplace through precautionary measures	3	2		
	PC11. identify and recommend opportunities for improving health, safety, and security to the designated person	2	3		
	PC12. report any hazards outside the individual's authority to the relevant person in line with organizational procedures and warn other people who may be affected	2	3		
	PC13. follow organisation's emergency procedures for accidents, fire or any other natural calamity in case of a hazard	2	3		
	PC14. identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority	2	3		
	<b>Total Marks</b>	<b>50</b>	<b>50</b>		
<b>Employability Skills</b>	• <i>Introduction to Employability Skills</i>	1	1		
	• PC1. understand the significance of employability skills in meeting the job requirements	-	-		
	• <i>Constitutional values – Citizenship</i>	1	1		
	• PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-		
	• <i>Becoming a Professional in the 21st Century</i>	1	3		
	• PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc	-	-		
	• <i>Basic English Skills</i>	2	3		
	• PC4. speak with others using some basic English phrases or sentences	-	-		
	• <i>Communication Skills</i>	1	1		
	• PC5. follow good manners while communicating with others	-	-		
	• PC6. work with others in a team	-	-		

	• <i>Diversity &amp; Inclusion</i>	1	1		
	• PC7. communicate and behave appropriately with all genders and PwD	-	-		
	• PC8. report any issues related to sexual harassment	-	-		
	• <i>Financial and Legal Literacy</i>	3	4		
	• PC9. use various financial products and services safely and securely	-	-		
	• PC10. calculate income, expenses, savings etc.	-	-		
	• PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-		
	• <i>Essential Digital Skills</i>	4	6		
	• PC12. operate digital devices and use its features and applications securely and safely	-	-		
	• PC13. use internet and social media platforms securely and safely	-	-		
	• <i>Entrepreneurship</i>	3	5		
	• PC14. identify and assess opportunities for potential business	-	-		
	• PC15. identify sources for arranging money and associated financial and legal challenges	-	-		
	• <i>Customer Service</i>	2	2		
	• PC16. identify different types of customers	-	-		
	• PC17. identify customer needs and address them appropriately	-	-		
	• PC18. follow appropriate hygiene and grooming standards	-	-		
	• <i>Getting ready for apprenticeship &amp; Jobs</i>	1	3		
	• PC19. create a basic biodata	-	-		
	• PC20. search for suitable jobs and apply	-	-		
	• PC21. identify and register apprenticeship opportunities as per requirement	-	-		
	<b>Total Marks</b>	<b>20</b>	<b>30</b>		

### Annexure: Assessment Strategy

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

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

#### <1. Assessment System Overview:

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

#### 2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

#### 3. Assessment Quality Assurance levels/Framework:

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

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

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

#### 5. Method of verification or validation:

- Surprise visit to the assessment location

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

- Hard copies of the documents are stored

#### On the Job:

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



## Annexure: Acronym and Glossary

## Acronym

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

## Glossary

Term	Description
<b>National Occupational Standards (NOS)</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>