



QUALIFICATION FILE

Consultant – Chartered Tax Practitioner

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

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

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

NCrF/NSQF Level: **NSQF Level 5**

Submitted By:

Management & Entrepreneurship and Professional Skills Council (MEPSC)

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Section 1: Basic Details

1.	Qualification Name	Consultant – Chartered Tax Practitioner																
2.	Sector/s	Management & Entrepreneurship and Professional Skills Council (MEPSC)																
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: 2022/BFSI/MEPSC/06472	Qualification Name of existing/previous version: Consultant (Chartered Tax Practitioner), v.1.															
4.	a. OEM Name b. Qualification Name (Wherever applicable)	Consultant - Chartered Tax Practitioner																
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	2022/BFSI/MEPSC/06472, v.2.	6. NCrf/NSQF Level: 5															
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate																
8.	Brief Description of the Qualification	A Consultant - Chartered Tax Practitioner is the person who prepares clients tax returns in accordance direct & indirect tax regulations for the time being. The3 consultant also helps in tax planning, fulfills other legal compliances of MSMEs and assists in maintaining books of accounts and records and documents.																
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>12th Grade pass</td> <td>with 2 year relevant experience</td> </tr> <tr> <td>2</td> <td>10th Grade pass</td> <td>with 4 year relevant experience</td> </tr> <tr> <td>3</td> <td>Previous relevant Qualification of NSQF Level 4.5</td> <td>with 1.5 year relevant experience</td> </tr> <tr> <td>4</td> <td>Pursuing 2nd year of 2-year diploma after 12th</td> <td>No experience</td> </tr> </tbody> </table> <p>b. Age: 21</p>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	12th Grade pass	with 2 year relevant experience	2	10th Grade pass	with 4 year relevant experience	3	Previous relevant Qualification of NSQF Level 4.5	with 1.5 year relevant experience	4	Pursuing 2nd year of 2-year diploma after 12th	No experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																
1	12th Grade pass	with 2 year relevant experience																
2	10th Grade pass	with 4 year relevant experience																
3	Previous relevant Qualification of NSQF Level 4.5	with 1.5 year relevant experience																
4	Pursuing 2nd year of 2-year diploma after 12th	No experience																
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	17	11. Common Cost Norm Category (I/II/III) (wherever applicable): III															

12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)						
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended					
		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)
		Classroom (offline)	95	160			255
		Online	95	160			255
		(Refer Blended Learning Annexure for details) (Total Hours = 510)					
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/3352.9900					
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Lead Practitioner - Taxation, Accounts and Finance (Level 5.5); OR Public Accountant (MEP/Q5104) (Level 6)					
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi					
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:					
18.	Is the Job Role Amenable to Persons with Disability	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability: All types of disabilities					
19.	How Participation of Women will be Encouraged	Both men and women can equally participate					
20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Colleges <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
22.	Name and Contact Details of Submitting / Awarding Body SPOC	Name: Col. Anil Kumar Pokhriyal Position in the organisation: CEO Email: ceo@mepsc.in Contact No.: 011-24645100 Website: https://www.mepsc.in/					
23.	Final Approval Date by NSQC: 17/11/2022	24. Validity Duration: 36 months				25. Next Review Date: 17/11/2025	

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	Assessment Marks										
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Manage payroll and other statutory compliances	MEP/N5122, v.2.	Core	5	3	30	60			90	50	50			100	20
2.	Prepare GST returns and other tax compliances	MEP/N5121, v.2.	Core	5	3	30	60			90	40	60			100	20
3.	Prepare income tax and other compliances	MEP/N5120, v.2.	Core	5	3	30	60			90	40	60			100	10
4.	Prepare financial statements of the clients	MEP/N5119, v.2.	Core	5	3	40	50			90	40	60			100	20
5.	Apply health and safety practices at the workplace	MEP/N9903, v.5.	Non-Core	4	1	10	20			30	40	60			100	10
6.	Apply principles of professional practice at the workplace	MEP/N9912, v.3.	Non-Core	4	1	10	20			30	40	60			100	10
7.	Employability Skills	DGT/VSQ/N 0103	Non-Core	5	3	40	50			90	20	30			50	10
Duration (in Hours) / Total Marks					17	190	320			510	270	380			650	100

Elective 1 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)
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.	Application of computers	MEP/N0202, v.3.	Non-Core	3	2	30	30			60	40	60			100	100
Duration (in Hours) / Total Marks					2	30	30			60	40	60			100	

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

1.	Trainer's Qualification and experience in the relevant sector (in years) <i>(as per NCVET guidelines)</i>	Bachelor of Commerce (B.Com) or CA/ CMS/ CS Advocate with specialization on Accounting (including taxation) with 3 years of relevant experience and 3 years of experience in training in accounting/ taxation.
2.	Master Trainer's Qualification and experience in the relevant sector (in years) <i>(as per NCVET guidelines)</i>	
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(If "Yes", details to be provided in Annexure)</i>
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	Bachelor of Commerce (B.Com) or CA/ CMS/ CS Advocate with specialization on Accounting (including taxation) with 4 years of relevant experience and 3 years of experience in training/ assessments in accounting/ taxation.
2.	Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	
4.	Assessment Mode <i>(Specify the assessment mode)</i>	Offline/ Online
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

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): No
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No
3.	Government /Industry initiatives/ requirement (Yes/No): MOSPI
4.	Number of Industry validation provided:
5.	Estimated nos. of persons to be trained and employed:
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: <i>Line Ministry Concurrence is awaited</i> If “No”, why: We have sent letter to MOSPI on 29 May 2023 but haven’t received any response on the same.

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

10.	Supporting Document: Occupational Map (Mandatory)	
11.	Supporting Document: Assessment SOP (Mandatory)	
12.	Any other document you wish to submit:	

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"> Wide range of specialized technical skill establish standard parameters that are important to ensure assessment effectiveness Possible parameters: Student experience; adherence to schedule; process adherence; quality of decisions in terms of reliability, fairness, consistency; quality of evidences; handling of evidences; feedback from training provider; timelines for posting results; quality of assessment tools; appropriateness of assessment methods selected; appropriateness of assessment questions and language; adherence to Health and Safety standards; effectiveness of assessor; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc. identify the data and information required and access sources of information Possible sources of information: Student feedback forms; on-site observation report; assessment results, documentation, and evidence collected; assessor feedback; assessment instructions docket from ID team; assessment tools/checklists/forms; audit results; Government training and assessment-related norms and scheme norms; 	As can be inferred from the learning outcomes and performance criteria of the Qualification listed in the adjacent cell, the Consultant (Chartered Tax Practitioner) job demands a wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices. Hence NSQF level for this descriptor is 5.	5

	<p>placement records; interviews with potential and actual employers of students from the centre; etc.</p> <ul style="list-style-type: none">● arrange workplace visits and meetings and access to performance data and information● collect data and information and store in compliance with the record keeping and privacy policies and procedures of an organisation● identify and record potentially useful and relevant information that is not identified in the evaluation plan • analyse the data and information to identify the effectiveness of the various aspects of the assessment as per the standard parameters selected● Aspects of assessment: Standards and assessment criteria; assessment design and tools; assessment questions; assessment process; assessment decisions; evidences collected; etc.● cross-check findings where possible by comparing with the results from different evaluation sources● develop conclusions about the effectiveness and efficiency of assessments, as per the evaluation parameters selected● document areas or aspects of assessments that are satisfactory and those requiring improvement● identify factors affecting performance and suggest possible improvements or alternatives to the assessment program● observe an assessment session in progress and gather evidence of achievement of occupational standard as well as evidence of nonachievement of performance standard as the case may be● observe all assessments tasks (preassessment, during assessment and post assessment)● discuss observations with the assess or after training session and validate the observations		
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	<ul style="list-style-type: none"> ● obtain and analyse data pertaining to various assessor performance indicators to identify the performance level of the assessors ● Assessor Performance indicators: Adherence to schedule, process adherence, feedback from students; quality of decisions, quality of evidences, handling of evidences, feedback from training provider, turnaround time of posting results, etc. ● interview the assessors to obtain information about the problems they face ● identify areas of development for assessors based on information received from on the job evaluation against occupational standards, performance indicators and self-assessment <p>Broad range of activity involving standard and non-standard practices</p> <ul style="list-style-type: none"> ● identify training needs of the Tax Practitioners after studying the occupational standards and skill gap analysis of the Tax Practitioner ● Identify various methods that are best suited for the training needs ● Select the methods best suited for the training needs that can be applied within the available resources and constraints ● Prepare and implement a monitoring plan to ensure all Tax Practitioners undergo the development plan ● Facilitate tax Practitioner training program as per the program design provided ● Conduct formative assessment of learning by using appropriate methods such as mock-training or on the-job observation of studying video recordings of Tax Practitioners, etc. ● Monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met 		
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	<ul style="list-style-type: none"> • make adjustments to the delivery sessions to reflect specific needs and circumstances • provide additional assistance to individual Tax Practitioners as required to achieve session outcomes • facilitate learning in a coherent manner using appropriate methodologies in line with selected methodologies • use a variety of facilitation techniques, approaches and activities to promote individual participation, group interaction, and the opportunity to practice and to meet learner needs and learning outcomes • observe learner cues and feedback and review and revise own facilitation skills to maintain learning momentum • integrate activities to develop meta-cognition skills and generic skills into facilitation and learning practices • manage groups in a manner that maximizes the strengths of group learning while recognizing the needs and requirements of individual members • develop and adjust training strategies and customize learning materials to meet identified needs and learning outcomes and to accommodate the expected range of learning styles • design learning experiences to meet specific learner needs using appropriate learning theories, principles, inclusive practices and delivery methods appropriate to the learning environment • adjust training design and session plan to accommodate large differences amongst the learners • review participant training material and customize the instructional material 		
Professional and Technical Skills/ Expertise/ Professional Knowledge	<ul style="list-style-type: none"> • Factual knowledge in broad contexts within a field of work or study 	As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, which	5

	<ul style="list-style-type: none"> • Tax Practitioner competencies, occupational standards and performance criteria • Possible sources of information for identifying Tax Practitioner training requirements e.g.: student feedback forms; formative and summative assessment results documentation; assessor feedback; training program documentation such as lesson plans, curriculum, Facilitator guide, participant handbook, presentations; training session audit; centre audit; interview with training centre staff; Government norms and scheme norms; placement records; interviews with potential and actual employers of students from the centre; etc. • How to conduct training needs identification and it's tools parameters that are important to ensure training effectiveness of training program Possible parameters: Student experience, student assessment pass percentage; time taken for completion of training; training design and process adherence; Health and Safety standards; Productivity of Tax Practitioner and training centre staff; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc. • Policies and procedures relevant to the learning environment. • Various methods of Tax Practitioner development e.g.: Training from Industry SMEs; self- learning modules; Train the Tax Practitioner program; on-the-job observation and feedback; etc. • Resources and constraints for selection of training method e.g.: Budgets; Tax Practitioner schedule-time availability; availability of SMEs; availability of Tax Practitioner self-development e-learning modules; etc. 	<p>have been taken from the Chartered Tax Practitioner qualification pack, the Chartered Tax Practitioner job role holder must have factual and theoretical knowledge in broad contexts within a field of work or study. Hence NSQF level for this descriptor is 6.</p>	
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	<ul style="list-style-type: none"> • Tax Practitioner competencies and occupational standards • Theoretical knowledge in broad contexts within a field of work or study • The main branches of learning theory such as: <ul style="list-style-type: none"> o behavioural learning theory; cognitive learning theory; experiential learning theory o information processing theory o andragogy o vocational education and training pedagogy; and o current research on learning as it relates to training in an adult environment • different delivery modes and facilitation techniques and their appropriateness for different learners and learning situations • methodologies for facilitating learning such as: <ul style="list-style-type: none"> o learner centric/ teacher centric o learner-directed/ teacher guided o case study/ scenario/ problem based o experiential o information processing o behaviourist o self-discovery mode • a range of facilitation approaches and activities that: <ul style="list-style-type: none"> o enable learners to draw from and share their own experiences and work out and apply concepts for themselves. o contribute to the development of concepts through participation and provides opportunities to practice and consolidate learning o promote the achievement of agreed learning outcomes by individuals while maintaining an emphasis on the manner and quality of the learning experience • a range of delivery methods, such as: <ul style="list-style-type: none"> o interactive/participative/collaborative o demonstration 		
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	<ul style="list-style-type: none"> o instruction o questioning o group-discussions o presentations o guided facilitation o learning-activity-based o guided work-based activities/applications/experiences o role-play/mocks/simulations o project-based o tutoring o individual facilitation techniques - coaching/mentoring o blended delivery methods ● a range of inclusive practices such as: <ul style="list-style-type: none"> o demonstrating probity in all areas of responsibility o modelling organisational/ professional codes of conduct o reinforcing ethical conduct in interactions with and between other people o showing respect and sensitivity for individual diversity o recognising and utilizing difference to develop both the individual o fostering a culture of inclusiveness ● the range of potential barriers to learning such as: <ul style="list-style-type: none"> o physical or intellectual disabilities o linguistic or cultural differences o language or communication issues o age o employment status o prior experience in an adult learning environment o poor educational experiences o health issues o issues arising from gender 		
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	<ul style="list-style-type: none"> o psychiatric disabilities or mental health issues o learning problems o literacy and numeracy needs o location o access to resources ● strategies, techniques and activities for using the kinds of support materials and/or equipment appropriate to facilitation methodologies ● methods for evaluating learning and facilitation ● psychology of group dynamics. ● outcomes-based approach to learning. 		
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	<ul style="list-style-type: none"> ● Cognitive and practical skills to generate solutions to specific problems ● identify training needs of the Tax Practitioners after studying the occupational standards and skill gap analysis of the Tax Practitioner ● Identify various methods that are best suited for the training needs ● Select the methods best suited for the training needs that can be applied within the available resources and constraints ● prepare and implement a monitoring plan to ensure all Tax Practitioners undergo the development plan ● facilitate Tax Practitioner training program as per the program design provided ● conduct formative assessment of learning by using appropriate methods such as mock-training or on the-job observation of studying video recordings of Tax Practitioners, etc. ● monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met ● make adjustments to the delivery sessions to reflect specific needs and circumstances 	As can be inferred from the learning outcomes and performance criteria of the Qualification listed in the adjacent cell, the Chartered Tax Practitioner requires a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study. Hence NSQF level for this descriptor is 6.	5

	<ul style="list-style-type: none"> • provide additional assistance to individual Tax Practitioners as required to achieve session outcomes • facilitate learning in a coherent manner using appropriate methodologies in line with selected methodologies • use a variety of facilitation techniques, approaches and activities to promote individual participation, group interaction, and the opportunity to practice and to meet learner needs and learning outcomes • observe learner cues and feedback and review and revise own facilitation skills to maintain learning momentum • integrate activities to develop meta-cognition skills and generic skills into facilitation and learning practices • manage groups in a manner that maximizes the strengths of group learning while recognizing the needs and requirements of individual members • develop and adjust training strategies and customize learning materials to meet identified needs and learning outcomes and to accommodate the expected range of learning styles • design learning experiences to meet specific learner needs using appropriate learning theories, principles, inclusive practices and delivery methods appropriate to the learning environment • adjust training design and session plan to accommodate large differences amongst the learners • review participant training material and customize the instructional material 		
Broad Learning Outcomes/Core Skill	<ul style="list-style-type: none"> • Understanding of social, political • protect the rights of the client/candidate/learner when delivering services 	As can be inferred from the performance criteria and understanding related points of the Qualification, listed in the adjacent	5

	<ul style="list-style-type: none"> • ensure services are delivered equally to all clients/ candidates/ learners regardless of personal and cultural beliefs • recognize potential ethical issues in the workplace and discuss with an appropriate person • recognize unethical conduct and report to an appropriate person • operate within an agreed ethical code of practice and ethics • recognize, 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 Tax Practitioner/facilitator, including cultural, racial, disability or gender based 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 • conduct work in line with the requirements of the National skills Qualification framework • various vocational education schemes and their training delivery related guidelines • display appropriate professional appearance for the workplace Appropriate: e.g. As per company guidelines, clean and appropriate clothes and accessories, right equipment, stance and posture, personal hygiene 	<p>cell, the Consultant (Chartered Tax Practitioner) requires understanding of social, political and reasonably good in data collecting, organising information, and logical communication. Hence NSQF level for this descriptor is 6.</p>	
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	<ul style="list-style-type: none">• interact with the learner and all stakeholders in a Professional manner• Professional: e.g. courteous, calm, decisive, etc.• Reasonably good in data collecting and organising information• establish parameters that are important to ensure training effectiveness of training program• Possible parameters: Student experience, student assessment pass percentage; time taken for completion of training; training design and process adherence; Health and Safety standards; Productivity of Tax Practitioner and training centre staff; adherence to budgets; compliance to scheme or Government norms and quality standards; alignment to industry/employability requirements; etc.• identify the data and information required, and access sources of information• Possible sources of information: student feedback forms; formative and summative assessment results documentation; assessor feedback; training program documentation such as lesson plans, curriculum, Facilitator guide, participant handbook, presentations; training session audit; centre audit; interview with training centre staff; Government norms and scheme norms; placement records; interviews with potential and actual employers of students from the centre; etc.• collect data and information, and store in compliance with the record keeping and privacy policies and procedures of the organisation• identify and record potentially useful information that is not identified in the evaluation plan• analyse the data and information to identify the effectiveness of the training program as per the parameters selected		
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	<ul style="list-style-type: none"> • cross-check findings where possible by comparing with the results from different evaluation sources • develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation parameters selected • document areas of training program that are satisfactory and those requiring improvement • document recommendations to stakeholders on areas of possible improvement in the prescribed format • present the recommendations in person to stakeholders Reasonably good in logical Communication • share occupational standards and performance criteria with Tax Practitioners and resolve any queries or clarification that they have with respect to the same • discuss observations with the Tax Practitioner after training session and validate the observations • interview the Tax Practitioners to obtain information about the problems they face • Provide feedback to the respective Tax Practitioners and resolve their queries regarding the same • document recommendations to stakeholders on areas of possible improvement in the prescribed format • present the recommendations in person to stakeholders • carry out debriefing of learning activities by asking participants to share their reactions and experience, asking appropriate questions and helping participants process and interpret their experiences. • help participants identify key learning points that emerge from learning activities 		
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	<ul style="list-style-type: none"> • provide participants feedback by reinforcing correct responses and assisting when incorrect. • facilitate participants in identifying the use or application of the learning at their workplace • emphasize positive learning by clarifying the outcomes associated with completed training • use a variety of facilitation techniques, approaches and activities to promote individual participation, group interaction, and the opportunity to practice and to meet learner needs and learning outcomes • observe learner cues and feedback and review and revise own facilitation skills to maintain learning momentum • provide additional guidance to help learners fit the learning material to their training needs • meet the HR/recruitment officers and seek information about vacancies and skill gap in the organisation • identify areas where training organization can provide solutions to the organisation • obtain feedback from local population on what training programs would they be willing to apply for through surveys • ensure that the training requirement of all walk-in, telephonic and email queries are recorded. 		
Responsibility	<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 • • determine personal development needs in order to perform role as per desired standards • • develop a professional development plan to enhance professional capabilities 	<p>As can be inferred from the learning outcomes and performance criteria of the Qualification listed in the adjacent cell, the Chartered Tax Practitioner must take responsibility for own work and learning and full responsibility for others' works and learning. Hence NSQF level for this descriptor is 6.</p>	5

	<ul style="list-style-type: none"> • 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 and within required timeframes • follow organisational policies • 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 • recognize potential ethical issues in the workplace and discuss with an appropriate person • recognize unethical conduct and report to an appropriate person • operate within an agreed ethical code of practice and ethics • apply organisational guidelines and legal requirements on disclosure and confidentiality Full responsibility for others work and learning • observe a training session in progress and gather evidence of achievement of occupational standard as well as evidence of non-achievement of performance standard as the case may be 		
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	<ul style="list-style-type: none"> • discuss observations with the Tax Practitioner after training session and validate the observations • obtain and analyse data pertaining to various Tax Practitioner performance indicators to identify performance level of the Tax Practitioners • Tax Practitioner Performance indicators: Feedback from students; pass percentage of students; supervisor feedback • interview the Tax Practitioners to obtain information about the problems they face • identify areas of development for Tax Practitioners based on information received from on-the-job evaluation against occupational standards, performance indicators and self-assessment • document results of Tax Practitioner performance evaluation in prescribed format of the training organisation • Provide feedback to the respective Tax Practitioners and resolve their queries regarding the same • identify training needs of the Tax Practitioners after studying the occupational standards and skill gap analysis of the Tax Practitioner • Identify various methods that are best suited for the training needs • Select the methods best suited for the training needs that can be applied within the available resources and constraints • Prepare a training plan and schedule that fits in the Tax Practitioner schedule without disrupting work • facilitate Tax Practitioner training program as per the program design provided • conduct formative assessment of learning by using appropriate methods such as mock-training 		
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	<p>or on-the-job observation of studying video recordings of Tax Practitioners, etc.</p> <ul style="list-style-type: none"> • monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met • make adjustments to the delivery sessions to reflect specific needs and circumstances • provide additional assistance to individual Tax Practitioners as required to achieve session outcomes 		
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Annexure 2: 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.	Computer		5
2.	White Board		1
3.	Marker		5
4.	Duster		2
5.	Sample accident and incident reports		30
6.	Sample feedback forms		30
7.	Half body mannequin for CPR		1
8.	First Aid Box		1
9.	Sample identity cards		30
10.	Vehicle in/ out register		5
11.	Security guard dress and equipment		30

12.	CCTV system		1
13.	Key register		5
14.	Drill/ PT ground	(60x40) m	1
15.	Door frame metal detector		1
16.	Data and document storage devices such as Pen drive, hard disk		1 each
17.	Data collection and recording software		1
18.	Personal Protective Equipment (such as mask and gloves)		1

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptops
2. Whiteboards and markers
3. Projector
4. Screen
5. Chart paper
6. AV equipment
7. Stationery
8. Telephone connection
9. Internet connection
10. Training Kit (PowerPoint, Trainer Guide)

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.					Attached	Attached	
2.							
3.							

4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							

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

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
	2022-23	277	277	277									

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, Hindi.

Annexure 5: 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 6: 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/N5122, v.2. Manage payroll and other statutory compliances	Manage payroll and file periodic returns	30	30		
	PC1. prepare a monthly payroll sheet showing statutory deductions of PF,ESI,PT,TDS etc.				
	PC2. pass salary journals in the books at the month end				
	PC3. Generate monthly salary slips				
	PC4. prepare various statutory dues challans before the due dates				
	PC5. extract periodic MIS data for employees from the salary heads of accounts				
	PC6. verify newly joining, leaving data of employees during the period				
	PC7. maintain salary Muster in specified format				
	PC8. file periodic statutory returns				
	PC9. generate Form 16 from the muster				
	Prepare for periodic statutory compliances of various business entities	20	20		
	PC10. determine the business entity of the client/ employer				
	PC11. prepare a list of applicable compliances				
	PC12. gather MIS data required meet periodic compliances from the stakeholders				
	PC13. coordinate with concerned legal professional				
	PC14. submit MIS data and other required documentation to legal professional for final review				
	Total Marks	50	50		
MEP/N5121, v.2. Prepare GST returns and other tax compliances	Prepare for GST registrations	10	10		
	PC1. identify various types of taxable entities				
	PC2. identify various types of taxable entities				
	PC3. determine if business has crossed threshold limit for compulsory registration				
	PC4. check if voluntary registration provisions are applicable				
	PC5. collect information, documents required for gst registration				
	PC6. prepare appropriate registration form for different class of entities				
	Prepare periodic GST Returns	10	10		

PC7. add the client to file as GST Practitioner on the portal				
PC8. identify the timeline and required return form				
PC9. gather data from the periodic financial statements and gst ledgers				
PC10. generate MIS data in RD,URD, Inter/Intra State, Capital goods and services categories				
PC11. verify the data against all Invoices/ E invoices, Eway bills and other vouchers details				
PC12. prepare the outward Supplies Statement				
PC13. prepare the inward supplies statement				
PC14. reconcile the final ITC figures with auto populated figures on portal				
PC15. post data into online portal or offline return utility				
PC16. pay GST into various heads and file return				
Prepare responses to notices, adjudication orders & file appeal & revision, advanced ruling applications	5	10		
PC17. accept assignment and file authority letter				
PC18. identify the issues in the notice				
PC19. extract required data from financials, Computations, Returns and other documents				
PC20. prepare submissions for assessment work to authorities				
PC21. identify Appeal grounds against assessment order				
PC22. collect information and documents required				
PC23. prepare ground of appeal and facts of case				
PC24. submit evidences by filing affidavits				
PC25. prepare paper book in responses to appeal filings				
PC26. prepare stay of demand applications (if required)				
Prepare application for IEC code under customs	5	10		
PC27. gather entity and ownership data for filing IEC application				
PC28. go to DGFT portal and fill out online application form				
PC29. pay required fees				
PC30. submit the form				
Prepare export documentation & claim refund	5	10		
PC31. gather export data				
PC32. compute export duty eligible for drawback/ refund under customs and FTP schemes				
PC33. file drawback/ refund application with evidences of export				
Compute import duty				
PC34. gather import order data	5	10		
PC35. compute Import duty on (including baggages)				
PC36. prepare payment challan				

	Total Marks	40	60		
MEP/N5120, v.2. Prepare income tax return and other compliances	Prepare for pre-return filing registrations	5	5		
	PC1. gather the basic data of the client as per the type of the client				
	PC2. collect required Photo, ID, Address proofs as required				
	PC3. prepare PAN/TAN application form including correction applications				
	PC4. gather the required data of Firm/Trust/Society for registration (as applicable)				
	PC5. prepare and fill applicable registration form				
	PC6. identify the scenario in which no TDS deductions will be issued				
	PC7. apply for No TDS or reduced TDS rates certificate in appropriate form				
	Prepare for computation of income and determine tax liabilities thereon	5	5		
	PC8. gather various financial and non financial data as required for return				
	PC9. compute the income of different types of persons (assessee) under various heads of income				
	PC10. allow various deductions & exemptions, rebates & reliefs				
	PC11. apply set off, carry forward and clubbing provisions				
	PC12. prepare a statement of Net Taxable Income				
	PC13. calculate Income tax & other cess on it				
	PC14. prepare chalan of Income Tax in applicable form				
	Prepare Income Tax Returns for various persons	5	10		
	PC15. accept assignment and draft engagement letter				
	PC16. gather computation of Income statement & financial statements				
	PC17. extract relevant information from the data				
	PC18. download & Install ITR utility from the e-filing portal				
	PC19. prepare & file original/ revised/ belated/ updated Income Tax Return in appropriate form				
	PC20. validate the return form against validation utility for successful submission				
	Prepare TDS/TCS returns	10	10		
	PC21. extract financial data for periodic filing of TDS/TCS return from books of accounts				
	PC22. prepare periodic TDS/TCS liability statements				
	PC21. report about delivery of suspicious package/s in a timely manner				
	PC22. secure and store letters and packages as per organisational procedures				
	PC23. prepare challan in Form 281				
	PC24. collect deductee/ collectee's basic information				
	PC25. verify the PAN, TAN Details against records				
	PC26. download and Install return preparation utility from govt(NSDL) portal				
	PC27. fill in deductee/ collectee records				

	PC28. validate challan and download verified file				
	PC29. attach the challan CSI file				
	PC30. validate the TDS/TCS return FVU file successfully in appropriate form				
	PC31. download consolidated statement file (Conso file) from TRACES website				
	PC32. import conso File data into RPU to prepare revised return				
	PC33. identify mismatch in entries				
	PC34. make necessary corrections				
	PC35. prepare validated revised TDS/TCS return				
	Prepare responses to various demand notices	5	10		
	PC36. identify the issues in non-filer notice				
	PC37. gather required information for the compliance of the notices				
	PC38. prepare appropriate responses to demand notice				
	PC39. take corrective compliance actions along with responses by either				
	Prepare scrutiny, appeal & revision applications in faceless assessment system	5	10		
	PC40. accept assignment and file authority letter				
	PC41. identify the issues in scrutiny notice				
	PC42. extract required data from financials, Computations, Returns and other documents				
	PC43. prepare submission book for assessment work to authorities				
	PC44. identify Appeal grounds against assessment order				
	PC45. collect information and documents required				
	PC46. prepare ground of appeal and facts of case				
	PC47. submit evidences by filing affidavits				
	PC48. prepare paper book in responses to appeal filings				
	PC49. prepare stay of demand application				
	Miscellaneous tax audit & other compliances on portal	5	10		
	PC50. collect financial statements, returns, challans and other evidences				
	PC51. verify for compliances of specified sections				
	PC52. report non compliant transactions				
	PC53. fill audit report forms				
	PC54. submit for review & submission of Tax Auditor (CA)				
	Total Marks	40	60		
	Prepare financial statements of the clients	20	20		
	PC1. analyze & classify financial transactions into different heads of accounts				
	PC2. prepare appropriate vouchers for each of the business transactions				
	PC3. record vouchers into journal registers by making journal entries				
	PC4. post journal entries into ledger accounts under double entry principles				
	PC5. maintain periodic ledger registers				

MEP/N5119, v.2. Prepare financial statements of the clients	PC6. pass adjusting entries at the end of the period				
	PC7. pass rectification entries if needed				
	PC8. prepare trial balance				
	Prepare reconciliation statement	10	20		
	PC9. compare books of account bank balance with bank statements				
	PC10. make appropriate entries for cheque uncleared, received but presented to match				
	PC11. make corrections & prepare bank reconciliation statement				
	PC12. get statements from third parties				
	PC13. compare it with receivables and payables account balances				
	PC14. make necessary correction of balances				
	PC15. prepare receivables (debtors) and payables (creditors) reconciliation statement				
	Prepare entity wise financial statements	10	20		
	PC16. identify the format & legal framework of preparation of financial statements of an entity				
	PC16. check authorization for material and vehicle & personnel entry or exit to/from premises				
	PC17. work within the limits of responsibility				
	PC18. pass appropriate year end adjustment & closing entries from the trial balance				
	PC19. prepare final accounts and present in applicable format				
	Total Marks	40	60		
MEP/N9903, v.5.	Apply relevant health and safety practices at the workplace	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				
	Maintain a healthy and hygienic environment	8	21		
	PC5. maintain the work area in a clean and tidy condition				
	PC6. ensure that the work area is sanitized 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 sanitizer				
	PC10. report hygiene related concerns promptly to the relevant authority				
	Emergencies, rescues and first-aid procedures	6	9		

Apply health and safety practices at the workplace	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)				
	Follow fire safety requirements	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, v.3. 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		
	Introduction to Employability Skills	1	1		
	PC1. understand the significance of employability skills in meeting the current job market requirement and future of work				
	PC2. identify and explore learning and employability relevant portals				
	PC3. research about the different industries, job market trends, latest skills required and the available opportunities				
	Constitutional values – Citizenship	1	1		
	PC4. 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.				
	PC5. follow environmentally sustainable practices				
	Becoming a Professional in the 21st Century	1	3		
	PC6. recognize the significance of 21st Century Skills for employment				
	PC7. 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				
	PC8. adopt a continuous learning mindset for personal and professional development				

DGT/VSQ/N0103: Employability skills	Basic English Skills	3	4		
	PC9. use basic English for everyday conversation in different contexts, in person and over the telephone				
	PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English				
	PC11. write short messages, notes, letters, e-mails etc. in English				
	Career Development & Goal Setting	1	2		
	PC12. identify career goals based on the skills, interests, knowledge, and personal attributes				
	PC13. prepare a career development plan with short- and long-term goals				
	Communication Skills	2	2		
	PC14. follow verbal and non-verbal communication etiquette while communicating in professional and public settings				
	PC15. use active listening techniques for effective communication				
	PC16. communicate in writing using appropriate style and format based on formal or informal requirements				
	PC17. work collaboratively with others in a team				
	Diversity & Inclusion	1	1		
	PC18. communicate and behave appropriately with all genders and PwD				
	PC19. escalate any issues related to sexual harassment at workplace according to POSH Act				
	Financial and Legal Literacy	2	3		
	PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.				
	PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook				
	PC22. identify common components of salary and compute income, expenses, taxes, investments, etc.				
	PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation				
	Essential Digital Skills	3	5		
	PC24. operate digital devices and use their features and applications securely and safely				
	PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through				

	Bluetooth, Wi-Fi, etc.				
	PC26. display responsible online behaviour while using various social media platforms				
	PC27. create a personal email account, send and process received messages as per requirement				
	PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications				
	PC29. utilize virtual collaboration tools to work effectively				
	Entrepreneurship	2	3		
	PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research				
	PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion				
	PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity				
	Customer Service	1	2		
	PC33. identify different types of customers and ways to communicate with them				
	PC34. identify and respond to customer requests and needs in a professional manner				
	PC35. use appropriate tools to collect customer feedback				
	PC36. follow appropriate hygiene and grooming standards				
	Getting ready for apprenticeship & Jobs	2	3		
	PC37. create a professional Curriculum vitae (Résumé)				
	PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively				
	PC39. apply to identified job openings using offline /online methods as per requirement				
	PC40. answer questions politely, with clarity and confidence, during recruitment and selection				
	PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements				
	Total Marks	20	30		
	Identify parts of computer and storage devices	10	10		
	PC1. identify various parts of computers like CPU, keyboard, monitor, etc.				

MEP/N0202, v.3. Application of computers (Optional)	PC2. identify different types of storage devices e.g. portable hard disks, flash drives, digital memory card and CDs/DVDs (latest removable devices)				
	Operate computer	10	10		
	PC3. plug the computer to power source and start it				
	PC4. install drivers and applications				
	PC5. access computer drives, directories, and folders				
	Use various computer applications	10	20		
	PC6. use different applications (e.g. Microsoft word, Excel) to maintain records and do calculations				
	PC7. use multimedia settings and applications to upload and download documents, audio and video files				
	PC8. carry out basic troubleshooting				
	PC9. coordinate with IT department/service provider issues not under person's purview				
	PC10. use e-mail to communicate and send documents following organisational access control policy				
	Follow safety and security guidelines	10	20		
	PC11. follow electrical safety precautions while using computers				
	PC12. follow the organisational access control and data security policies				
	PC13. follow cyber security guidelines while storing, retrieving or communicating information online				
	Total marks	40	60		
	Total Marks	270	380		
Grand Total		650			

Annexure 7: Assessment Strategy

Assessment system Overview

- MEPSC will certify the learners. The assessor has to pass an online assessment of theoretical knowledge of the job role and be approved by MEPSC.
- The assessment will have both theory and practical components in a 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.

Testing Environment

- The 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 the next day or later. Assessment will be conducted at the training venue.
- The room where the 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, the assessment agency will prepare the question paper. Theory testing will include multiple choice questions, pictorial questions, etc. which will test the trainee on theoretical knowledge of the subject.
- The theory and practical assessments will be carried out on the same day. If the number of candidates is many, more assessors and additional venues will be organized on the same day of the assessment.
- The presentation will be one mode of assessment and so computers and an LCD projector will be available for assessment. Viva will be used to gauge trainees' confidence and correct knowledge in handling assessment job situations.
- The question paper will be pre-loaded onto the computer, and it will be in the language requested by the training partner.

Assessment Quality Assurance framework

- Assessor has to go through orientation program organized by Assessment Agency. The training would give an overview to the assessors on the overall framework of QP evaluation. Assessor shall be given a NOS and PC level overview of each QP as applicable. The 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.
- In the case of many candidates to be accommodated in one venue for theory assessment, caution is taken not to let the candidates who competed test meet those who have not. Once the first batch has moved out of the knowledge-based assessment area, the second batch will be taken from the main waiting area and seated in the respective seats for their knowledge-based assessment.
- For practical assessment, the instructions for taking the test are clearly written on the board in the lab or shared with the candidates verbally.
- The assessment will be video recorded and submitted to MEPSC. The training partner will also intimate the time of arrival of the assessor and time of leaving the venue. The assessor carries a tablet which is geotagged. This allows MEPSC to additionally track this.

Methods of 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. Unless the candidate's name is registered, the person cannot take the test.
- Assessor conducts the assessment in accordance with the assessment guidelines and question bank as per the job role.
- The assessor carries a tablet with the loaded questions. This tablet is geotagged and so it is monitored to check their arrival and completion of assessment.
- 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.
- The assessment agency will be responsible for putting details in SIP.
- MEPSC will also validate the data and results received from the assessment agency.

Method of assessment documentation and access

- The assessment agency will upload the result of the 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 the MEPSC assessment team. After uploading, only MEPSC can access this data. MEPSC approves the results within a week and uploads them on SIP.

Annexure 8: Acronym and Glossary

Acronym

Acronym	Description
NSQF	National Skills Qualification Framework
QP	Qualification Pack
NOS	National Occupational Standards
OS	Occupational Standards
NCO	National Classification of Occupations
ISCO	International Standard Classification of Occupations
ISIC	The International Standard Industrial Classification of all economic activities
NSQC	National Skills Qualification Committee
NCVET	National Council for Vocational Education and Training

Glossary

Term	Description
Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	The sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.

National Occupational Standard	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.
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective, or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.