

NSQF QUALIFICATION FILE GUIDANCE

Version 6: Draft of 08 March 2016

NSDA Reference

To be added by NSDA

CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

Name and address of submitting body:

Additional Skill Acquisition Program (ASAP)

**A joint initiative of Higher Education Department and General Education Department
Government of Kerala**

Name and contact details of individual dealing with the submission

Name: Dr.M.T Reju I.A.S

Position in the organisation: Chief Executive Officer

Address if different from above: Same as given earlier

Tel number(s): 04712772500

E-mail address: administration@asapkerala.gov.in

List of documents submitted in support of the Qualifications File

1. ASAP Foundation module
2. ASAP IT module
3. ASAP Soft skill module

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4. Curriculum
5. Occupation Map
6. Industry Validation- Tsp meeting minutes
7. Evidence of need
8. Placement record

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SUMMARY

Qualification Title	: Communicative English Trainer
Qualification Code	: NA
Nature and purpose of the qualification	<p>Nature of the course: Certificate course.</p> <ul style="list-style-type: none">- to impart Trainer skills- Develop capacity to perform as Skill Development Executive /Trainer for communication , IT and soft skills- to impart effective communication skills- to provide adequate language proficiency in English- to raise employability skills in the domain- ability to improve performance at work place- To develop leadership skills to improve teamwork, creativity, efficiency & productivity.
Body/bodies which will award the qualification	: ASAP(Additional Skill Acquisition Program)
Body which will accredit providers to offer courses leading to the qualification	: ASAP (Additional Skill Acquisition Program)
Body/bodies which will carry out assessment of learners	: ASAP (through empanelled agencies on behalf of ASAP.)
Occupation(s) to which the qualification gives access	<ul style="list-style-type: none">• : Soft Skill Trainer• Communicative English Trainer
Licensing requirements	: NA

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Level of the qualification in the NSQF	: 6
Anticipated volume of training/learning required to complete the qualification	: 156hrs
Entry requirements and/or recommendations	: Minimum eligibility for this course is graduation in any discipline. Final year graduate students can apply provided they pass the course before certification.
Progression from the qualification	<p>Academic Progression :</p> <ul style="list-style-type: none">• M.A in training and Development• PHD in trainer development <p>Job Progression 1:</p> <p>English Language trainer/ soft skill trainer,</p>  <p>Master Trainer</p>  <p>Consultant / Adviser</p>

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Team Leader (Training)

Job Progression 2:

- After completion of our certificate course, students can pursue any advance course on soft skill training (diploma/ short term courses).



On the job training / soft skill trainer



Setting up of an institute for soft skill training (Start Up).

Planned arrangements for the Recognition of Prior learning (RPL) Under process for Trainers in the area without formal qualification.




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<p>International comparability where known</p>	<ul style="list-style-type: none"> • Bachelor of Training and Development at UNE (https://my.une.edu.au/courses/2015/courses/BTD) • Baccalaureus Training and Development (BTD) (http://www.nwu.ac.za/degree-in-training-and-development-btd) • Training & Development Special Purpose Award(Dorset college Dublin) (https://www.dorset-college.ie/course/18/training-development-16) 		
<p>Date of planned review of the qualification. 01/01/2019</p>			
<p>Formal structure of the qualification</p>			
<p>Title of component and identification code.</p>	<p>Mandatory / Optional</p>	<p>Estimated size (learning hours)</p>	<p>Level</p>
<p> Introduction</p>	<p>Mandatory</p>	<p>2</p>	
<p> Personal skills</p>	<p>Mandatory</p>	<p>17</p>	<p>5</p>
<p> Social skills</p>	<p>Mandatory</p>	<p>28</p>	<p>5</p>
<p> Organisational skills</p>	<p>Mandatory</p>	<p>17</p>	<p>5</p>

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 Professional skills	Mandatory	19	5
 Presentation skills	Mandatory	4	5
 Training skills	Mandatory	18	5
 Preparing and presenting ideas/concepts/themes/tools/ etc. for skill training	Mandatory	18	5
 Use of internet	Mandatory	25	5
 Use of ICT tools	Mandatory	8	5
Total		156	5

Please attach any document giving further detail about the structure of the qualification – eg a Curriculum Document or a Qualification Pack.

- [http://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-\(NFQ\).aspx](http://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-(NFQ).aspx)
- CET curriculum

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SECTION 1 ASSESSMENT

Body/Bodies which will carry out assessment:

ASAP(Additional Skill Acquisition Program)

How will RPL assessment be managed and who will carry it out?

ASAP (third party assessment through empanelled agencies.) (Through empanelled assessment agencies on behalf of ASAP.)

Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.

ASAP follows an assessment framework which has got weightage for all the activities in which students get involved during the training program. The components of assessment include Attendance, Internal Assessment and Student Involvement, Final assessment. Of these, Attendance and Internal Assessment come under continuous and comprehensive evaluation (CCE). CCE evaluation refers to a system of MIS based assessment that covers all aspects of the student's development and involvement. All Assessments with regard to academic status of the student shall be referred to in marks and overall assessment in grades. The report card/certificate will state only the overall grade.

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TABLE 1

TYPE OF ASSESSMENT		WEIGHTAGE	
CONTINUOUS & COMPREHENSIVE EVALUATION	ATTENDANCE	10%	
	STUDENTS INVOLVEMENT	ASSIGNMENT	10%
		INTERNAL EXAM	10%
PRACTICAL/LABWORK/APPRENTICESHIP/HANDS ON EXPERIENCE BY THE INDUSTRY		30%	
SKILL PROFICIENCY TEST BY THE INDUSTRY/ASSESSMENT AGENCY		40%	
TOTAL		100%	

1. **ATTENDANCE:** Many classes use lectures, discussions, demonstrations, experiments, and student participation as part of the daily learning activities and those who miss these sessions will not be able to compensate for the loss. Regular student participation in daily classroom activities plays a significant role in student's success. For each course, the student's attendance will be marked daily and grades will be awarded accordingly. The corresponding grade points shall be generated by a system designed for this purpose (MIS). The grade points shall be given as per the table below.

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POINT SCALE	GRADE POINT
Attendance above 90%	10
86 to 90 %	8
80 to 85 %	5
Below 80% (permissible only in the event of condonation)	3

2. INTERNAL ASSESSMENT & STUDENT INVOLVEMENT:

- a) **Assignments:** Each Student has the opportunity to complete the assignment according to his/her preferred approach. This might involve reading textbook chapters and assigned reading materials to gain a better understanding prior to completing an assignment or exploring new resources to gain additional information. There shall be no restriction on the resources that the students are allowed to consult or any limit to the number of hours he/she choose to spend on the assignment. Since each student employs his/her own personal learning style, an individual assignment may actually be a fairer measure of the students learning. There are two assignments, one after 25% coverage of the total syllabus and the other after 75% of the total syllabus. Each shall be evaluated and assigned a score. The scores should be marked on the student's assignment sheets by the Skill Development Executive after evaluation. The scores shall be entered in the student profile twice. The first shall be made on completion of the initial 25% of the syllabus. It will be based on the average score up to that point. The second entry shall be made on completion of 75% of the syllabus. This will be based on the grades awarded for the assignment after the first entry. The average of the two shall be the final score for assignments. Questions for the assignments will be generated from

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a data bank created for the same. The data bank will have questions which will test the vital portions of the syllabus covered which have a direct bearing in the skill acquisition. The SDE can Access this through One Time Password (OTP) for each batch and each assignment

b) Internal Exam: there are two internal tests viz. one after completing 50% of the syllabus and the other after the end of the training course. These tests are conducted by the trainer based on the topics covered in the course. Questions are selected at random from a question bank already created. Of these for each test 50% of the questions are theoretical, in the form of objective type and the remaining 50% will be short descriptive questions oriented towards procedure/strategies/ways of doing/ ethics of doing, (Process of skill acquisition). The duration of the first test after 50% of the total session will be 1 hr and that of the second test after completion of the entire syllabus will be 3hrs. The grades shall be entered in the students profile twice. The first entry shall be made on completion of the initial 50% of the syllabus and the second entry shall be made on completion of the rest of the syllabus. Total score for internal assessment will be the total of the average grade points secured in the internal tests and assignments.

- 3. FINAL ASSESSMENT:** Final assessment will be conducted by ASAP empanelled third party assessor using a question bank. Questions will be randomly generated of which 40% will be meant to check trainee's professional knowledge, 50% is to check their professional skills and rest 10% for their soft skills.
- 4. QUESTION BANK:** Questions will be collected from the experts and this will be vetted by an assessment committee to check its assessment ability. Selected questions will be enlisted in the bank. The question bank will have 6 times the requirement of questions for the first year to start with and thereafter 20% more questions will be added in each category each year from experts following the same procedures. The maximum weightage for the test will be 70%.
- 5. GENERATION OF QUESTION PAPER:** trainers will get one time access to question bank for generating questions and each batch of students will have unique user id. Trainers are

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permitted to download the questions only on the day of assessment. Question paper will be automatically generated from the question bank at random based on the criteria specified for assessing each competency given in the session assessment evidence. Guidelines will be given to the trainers in terms of evaluation of assignments and internal test.

6. **THIRD PARTY ASSESSOR:** ASAP will enlist assessing agencies through an RFP process for each sector. The assessors from assessment agencies will be given a two day orientation on assessment before their deployment. They will also generate the question paper from the question bank using an OTP for each batch of examination.
7. **QUALITY ASSURERS (QA) FOR THE THIRD PARTY ASSESSMENT:** ASAP Quality assures carryout important task of monitoring courses based on feedback (from students and Program Managers) and also based on final assessment reports. QAs will be having a minimum of 5 years of industry experience and also experienced in conducting at least two assessments in the capacity of a trainer or have worked as a QA for ASAP with min 2 years' experience with a good rating. Shortlisted persons (Through an RFP process) will be given a 2 day training, based on which a trial allotment for assessing a batch during the examination and those who qualify in the process will be enlisted as Quality assures for third party assessment.

Quality assures for third party assessment will be deployed at random. They will be also deployed based on any feedback from functionaries of ASAP/ stake holders. The feedback collected during third party assessment by Quality Assures will be used to rectify anomalies and for improvement of the process.

8. **REDRESSAL OF GRIEVANCES IN ASSESSMENT:** any grievance regarding any of the assessment practices have to be addressed to the Sector Head of ASAP. Based on the degree of grievance, ASAP head will choose any one or more of the following
 - Deployment of a quality assurer for third party assessment
 - Report from the SDC PM
 - Direct inspection by sector head.
 - Reassessment

The factual details will be submitted to the chief executive officer whose decision will be

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final.

Please attach any documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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ASSESSMENT EVIDENCE

Complete a grid for each component as listed in “Formal structure of the qualification” in the Summary.

NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – i.e. Learning Outcomes to be assessed, assessment criteria and the means of assessment.

Job Role	Soft Skill Trainer
<u>Guidelines for Assessment</u>	
<ol style="list-style-type: none">1. The criteria for assessment will be created by ASAP. Each Performance Criteria (PC) will be assigned marks proportional to its importance. Sector heads will propose the proportion of testing of each PC through different assessment techniques namely attendance, internal assignments, internal test, final internal test and third party skill assessment through enlisted assessors.2. The assessment for the theory part will be based on short descriptive questions and objective type questions in the question bank.3. Question papers for different assessment will be generated from a question bank prepared by ASAP based on the assessment formula approved by SME/ BAC4. There will be one third party assessment i.e. for English Proficiency. Testing will be done by empanelled agency through their Aptis test. IT proficiency and Trainer skills will be tested through training session by each candidate that will form the final internal assessment.5. Empanelled agencies will create unique evaluation for skill practical for every student at each batch based on this criteria6. To pass the qualification, every trainee should score a minimum of 70%.7. Performance criteria is fixed on the basis of core skills and Knowledge and understanding.	
<u>CEFR Skill Descriptors- Final Assessment that will be carried out by third party assessor will differentiate learners into different levels in listening, speaking, writing and reading.</u>	

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<u>LISTENING</u>	
A0	Not enough to allow for any meaningful inferences about the candidate's ability
A1	Can follow speech which is very slow and carefully articulated, with long pause for him/her to assimilate
A2	Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent
B1	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussion in his/her field of specialisation.
C	Has no difficulty in understanding any kinds of spoken language, whether live or broadcast, delivered at fast native speed
<u>READING</u>	
A0	Not enough to allow for any meaningful inferences about the candidate's ability
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and reading as required
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job related language

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B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively
C	Can understand and interpret critically virtually all forms of the written language
SPEAKING	
A0	Not enough to allow for any meaningful inferences about the candidates ability
A1	Can produce simple description on mainly personal topics
A2	Can give a simple description or presentation of people living or working conditions, daily routines like/ dislikes, etc. as a short series of simple phrases and sentences linked into a list
B1	Can reasonably fluently sustain a straight forward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
B2	Can give clear systematically developed descriptions and presentations on a wide range of subjects related to his/her field of interest, with appropriate highlighting of significant points, and relevant supporting details
C	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points
WRITING	

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A0	Not enough to allow for any meaningful inferences about the candidates ability
A1	Can write simple isolated phrases and sentences
A2	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but', and 'because'.
B1	Can write straight forward connected texts on arrange of familiar subjects within his field of interest , by liking a series of shorter discrete elements into a linear sequence
B2	Can write clear, detailed texts on a variety of subjects related to his/her field of interest and shows an ability to use different registers within written texts
C	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.

SCALE SCORE

SKILL NAME	TOTAL SKILL SCORE
LISTENING	50
READING	50
SPEAKING	50
WRITING	50
FINAL SCORE CARD	200
GRAMMAR & VOCAB	50

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Trainer Skills

Element	Performance Criteria	Total marks	Final assessment			Viva 10
			Out of	Theory 40	Skills 50	
Personal skills	1. Ability to speak English, overcoming inhibitions and the courage to work on their limitations without losing focus on their strengths.	100	90	4	5	1
	2. Recognize the importance of Self-confidence and exhibit it.			5	5	1

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	3. Ability to think creatively and write stories, short poems, articles in an attractive way with a different perspective.			5	7	2
	4. Exhibiting social values and using the opportunities to reflect upon their own values.			4	6	2
	5. Manage time according to the priority of work.			3	5	1
	6. Manage stress effectively by maintaining composure during adverse situations.			3	4	1
	7. Explain many of the symptoms and consequences of stress, including			1	1	

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	burnout.					
	8. To recognize, manage and reduce stress in others.			2	2	
	9. Describe personality factors and job factors that contribute to stress.			2	2	1
	10. Reduce tendencies towards procrastination.			2	2	
	11. Motivate people by promoting their self-interests.			2	3	
	12. Apply expectancy theory as a comprehensive way of			2	2	

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	motivating others.					
	13. Diagnose situations to analyse the strength of motivation present and make effective use of positive reinforcement to motivate people in such situations.			5	6	1
Total				40	50	10
Social skills	1. Ability to overcome many cross-cultural communication barriers in order to improve cross-cultural relations.	100	90	3	3	1

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	2. Categories barriers to communication, including gender differences, and know how to overcome them.			2	3	
	3. Ability to use required words with required modulations in voice and tone while delivering session (verbal communication).			3	4	1
	4. Ability to express required facial expressions, the tone and pitch of the voice, gestures displayed through body language (<i>kinesics</i>) and maintaining the physical distance between the communicators (Nonverbal communication).			3	4	1

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	5. Choose positive mental and emotional attitude towards everything.			4	5	1
	6. Perform excellent interpersonal skills like good charisma. Confidence, optimistic, calm, assertive, flexible.			3	5	1
	7. Deliver a speech or talk confidently in front of a group and influence them.			6	7	1
	8. Implement several attitudes and behaviours' that will help you appear charismatic.			2	3	
	9. Express the feelings and beliefs in a way that others can understand and			2	2	1

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	respect.					
	10. Work well in a team and the ability to understand our own and others' emotions, and their effect on behaviour and attitudes.			2	2	1
	11. Perform key leadership traits for personal development and develop your team leadership skills.			2	3	1
	12. Good listening skills			3	3	1

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	13. Write an attractive review about any topic without grammatical errors.			5	6	
Total				40	50	10
Organizational Skills	1. Demonstrate general organizational skills, which allow them to determine the supplies they need, how to arrange their files and whom to contact for specific information.	100	90	4	6	1
	2. List work according to the priority. Allocating a time period for specific tasks or workload, and then assigning tasks to group members.			7	9	2

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	3. Identify several types of teams in organizations, list the advantages and disadvantages of teams and locate various team member roles.			8	10	3
	4. Apply interpersonal-related and task-related tactics for effective team play.			9	10	2
	5. Coordinate both internal and external resources.			5	7	1
	6. Meet deadlines and use time wisely.			7	8	1
Total				40	50	10

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Professional skills	1. Analyse individual differences like personality, mental ability, emotional intelligence, values and respond to these differences	100	90	3	4	1
	2. List several suggestions for being an effective meeting participant.			3	4	1
	3. Recognize and perform five styles of handling and resolving conflict.			4	4	
	4. List the behaviours' and skills helpful for being a mentor and role model.			4	5	1
	5. Demonstrate beginner's skills			4	5	

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	and session opening strategies in coaching and training.					
	6. Deal with difficult people on the job and perform the required business etiquette.			4	5	1
	7. Have a knack for building relationships with managers and other key people.			4	5	1
	8. Implement appropriate techniques for building relationships with co-workers and other worker associates.			4	5	1

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	9. Demonstrate telephone etiquette like taking control of the call, placing calls on hold, transferring calls and handle the delicate situations with phone skills etiquette to make the interaction as pleasant as possible for the caller.			6	7	3
	10. Apply new insights into conducting a job search, including writing an impressive cover letter, preparing a résumé, and being interviewed.			4	6	1
Total				40	50	10
Preparing and Presenting a	1. Perform effective	100	90	8	9	1

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ideas/concepts/themes/tools/ etc. for skill training	internet search and gathering information					
	2. Compile and analyse gathered information			4	5	1
	3. Write articles, letters review and so on in English attractively without grammatical errors.			10	12	3
	4. Editing articles in newspaper in order to make them more attractive.			8	10	2
	5. Prepare slides about any given topic and present it			10	14	3
Total				40	50	10
Presentation Skills & Training Skills	1. Transform ideas in attractive and	100	90	6	6	1

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	meaningful way					
	2. Identify the barriers in public speaking and the ability to overcome the barriers and thereby deliver a speech in front of the class			10	12	2
	3. Prepare learning outcomes for the given session.			6	8	2

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	9. Develop lesson plan		8	8	2
	10. Design a required audio visual aid for the session		5	8	2
	11. Use required training method to deliver a class.		5	8	1
total		40	50	10	

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IT Skills

ELEMENT	PERFORMANCE CRITERIA	TOTAL MARKS	OUT OF	THEORY	SKILLS	VIVA
Use of ICT tools	1. Prepare documents using Open Office/ LibreWriter	100	90	1	1	
	2. Perform the basic formatting in Open Office/ LibreWriter			1	2	1
	3. Prepare posters, reports and magazine content using Open Office/ LibreWriter			3	4	1
	4. Prepare a resume in word and convert it into PDF			2	2	1
	5. Prepare letters for official purposes by choosing the			1	1	1

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	right formats for each scenario				
	6. Prepare a template for Mail Merge ,Perform mail Merge and save the Merged document		1	1	
	7. Prepare digitized project reports and do the necessary formatting for the reports		1	1	
	8. Add picture to the documents and prepare visiting cards		3	4	1
	9. Write chemical formulas and equations using special formats like tabular form and format the tables		1	1	
	10. Use the file system in GNU/ Linux and include activities like create users, Search for files		2	2	1

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	and archive and compress files				
	11. Open an image in Gimp and make a copy, Crop, resize, and save an image		3	5	1
	12. Give border to the image, add text to the image and add a background picture		2	2	
	13. Add a picture without its background		1	1	
	14. Export images to another format, add new Canvas and Layers		1	1	
	15. Change the colour tones and foreground colour		1	1	
	16. Design attractive brochures		3	4	1

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	17. Make presentations- Add slide master, add templates, add tables and charts, insert a picture, insert audio and video, add motion path, edit motion path, remove animation and develop a story board			4	5	1
	18. Prepare an excel sheet and use a formula for calculation, use the Cell handle to extend the formula to other cells			1	2	
	19. Format pages and cells, merge cells, use fill series, add a comment to a cell,			2	3	
	20. Use online spreadsheet in			2	2	1

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	Google drive, share the Spreadsheet and collect data					
	21. Use the Data Analysis features of Spreadsheet, use Data sorting, Insert Chart			2	2	
	22. Preview a page before printing, print a page			1	1	
	23. Create an Online Data form			1	2	
Total				40	50	10
Introduction to Internet, Social Networking & Email	1. Define the tips to use the Internet safely like sign in to chat, invite friends and chat online	100	90	2	2	1
	2. List the name of some social networking sites and create an account in social networking site			2	3	

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	3. Find friends in a social networking site , add a post in the site			2	3	1
	4. Create a Twitter account and find friends and follow them add tweets			2	2	1
	5. Visit and read blogs and add comments			2	2	
	6. Create a blog account, use its URL add, publish and edit a post add video posts in the blogs			2	3	1
	7. Create an Email account by identifying the characteristics of an effective Email			2	2	1
	8. Read and write Emails by			2	3	

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	understanding the general rules to be followed in an Email communication					
	9. Demonstrate the usage in day to day Email correspondence- Include attachments to an Email, view attachments in Email and Download attachments from Email			2	3	1
	10. Browse through Indian Railway's website to Plan the travel, check availability of tickets in any category and find train timings			2	2	
	11. Use online bill payment facilities			1	2	

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	12. Surf through job portals and register themselves with job portals			2	2	
	13. Browse and find job opportunities			1	2	
	14. Create a photo album and share it			2	2	
	15. Upload video and share it			1	2	
	16. Understand problems of resolution while connecting to projector or TV			2	3	1
	17. Configure panels in the desktop			2	2	1
	18. Use the file system in GNU/Linux and create users			1	1	1

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	19. Search for files			1	1	
	20. Archive and compress files			1	1	
	21. Install applications and install software packages			1	1	
	22. Update and remove a package			1	1	
	23. Add a printer			1	1	
	24. Take back up of data and restore the data on failure			1	2	1
	25. Store data in external devices like – CD, DVD, USB, etc.			2	2	
Total				40	50	10

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Title of Component:

Outcomes to be assessed	Assessment tools for the outcome
 English proficiency	Aptis Test
 Personal skills	Microteaching & Final Internal Assessment
 Social skills	Microteaching & Final Internal Assessment
 Organisational skills	Microteaching & Final Internal Assessment
 Professional skills	Microteaching & Final Internal Assessment
 Presentation skills	Microteaching & Final Internal Assessment
 Training skills	Microteaching & Final Internal Assessment
 Preparing and presenting project	Microteaching & Final Internal Assessment
 Introduction to internet, Social Networking & Email	IT Test
 Use of ICT tools	IT test

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SECTION 2

EVIDENCE OF LEVEL

OPTION A

Title/Name of qualification/component: Communicative English Trainer		Level: 6	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
Process	The approach is learner centred, activity oriented, interactive and task based. The course will be delivered through a communicative mode with a high degree of skill orientation. Materials chosen for these activities are of a simple and popular nature and are intended to generate natural, contextual and purposeful language use. This course deviates from a usual run of communicative English courses, in that it aims at generating better equipped and skilled individuals with critical and creative acumen for entry in to various service sectors.	The job holder has to work in both familiar and non-familiar environment. It demands a wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices. The course is taken at a pace that suits the student.	5
Professional knowledge	Job holder should have a passion in developing others to achieve their goals in career and life. Should have good verbal and non-verbal communication skills and good command over language, adequate knowledge on various subjects. They have to get updated themselves with lot of topics from past, present, riddles, comics, incidents and at times they need to know to mix up virtual	Job holder should have factual and theoretical knowledge in broad contexts within a field of work or study. They have to get themselves up to date with new tactics and techniques. They will never get bored as no two assignments will ever be the same, and each one will provide them with new and challenging opportunities to learn and grow.	5

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Title/Name of qualification/component: Communicative English Trainer			Level: 6
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	with real incidents. Should have an idea about facts, principles, processes and general concepts to work as a successful soft skill trainer.		
Professional skill	The most important skill to become a successful soft skill trainer is that ability to use language properly and effectively depending on context - should have good communication skills including English and business communication. They should have listening skills and at the same time be a good orator also. Professionally trained to handle pressure. The other skills include Time Management, anger management, leaderships and team building skills, telephonic etiquette, negotiating skills, conflict resolution skills. We can categorise all these skills as excellent social skills.	Soft skills are different from other skills in terms of it being the only set of skills which can never truly be crammed into anybody. These skills can only be polished at best. Job holder should have a basic knowledge of social etiquette and professional protocol which can take him a long way in the corporate world. The basic skills required are self-esteem, interpersonal skills, body language, business etiquette, goal setting, presentation skills, critical thinking.	5
Core skill	Good command over language and ability to maintain good public relations. The skill to choose a worthy subject based on the audience and present it in an attractive way. Strong rapport with the society, diplomacy and empathy. Basic computer knowledge to prepare slides. The ability to apply decomposition and mind mapping in information gathering interactions and an understanding of different	Job holder should possess good articulation skills. This profession is all about people. They get to work first hand with people. They will be directly instrumental in their successes. Clients will be particularly pleased when the people in their lives complement them on their soft skills. Many of the clients will become their good friends. Job holder should reasonably have good understanding of	5

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Title/Name of qualification/component: Communicative English Trainer			Level: 6
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	techniques that are effective in solving problems including root cause analysis. Analytical bend of mind. Receptiveness to change. Interest in Role / Motivation factors. Technical knowledge of English communication - intonation, syllable, punctuation etc.	social, political context; good at data collection and organising information, and finally its logical communication.	
Responsibility	Responsible for development of soft skills and IT skills which are basics for developing the potential of an individual. Should be able to identify the latent abilities in individuals and help them develop that. Aware of the socio- economic environment of the students and act as a role model.	Should able to understand and develop the behaviour of each individual student as an entity and while they work in groups. Have a bend of mind to help people and themselves. While working as a trainer she should also play the role of a mentor.	5

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SECTION 3

EVIDENCE OF NEED

What evidence is there that the qualification is needed?

India has the largest population in the world in the age group of 0-24 years (~600 million). About 60% of this population is in the age group of 0-14 years (K12 segment). Since the major portion of our population is in this range, it's vital to enhance access and reach of education to meet the rising demand. By 2022, it is expected that our population will expand by 1.4 billion. It is estimated that India will have ~63% individuals in the working age group (i.e. 15-59 years)

Enhancing the pool of skilled labour is critical for the economic growth of the nation mainly because:

- The Indian education and skill development industry grew at an average rate of 13% in last four years from over Rs.1.21 trillion in 2008 to over to 2.35 trillion in 2012 (<http://www.nsdindia.org/sites/default/files/files/Education-Skill-Development.pdf>).
 - Official data show India's industrial production raised an average 2.7% year-over-years in the seven month period from October to May (<file:///D:/q%20file%20documents/ISR-2016-small.pdf>)
 - NASSCOM Report 2014- 15 states that Software Start-ups are going to create 80000 jobs by next year
 - India is The Fastest Growing and 3rd Largest Start-Up Ecosystem Globally (Source: NASSCOM) and the Start-ups if nurtured are going to change the Indian business and jobs landscape.
- ✚ This course includes Communication skills, Computer Skills, soft skills and few behavioural traits like learning agility, adaptability and interpersonal skills. These skills with added technical skills candidates will reach the potential where employer will be more than happy to absorb them in his organization. pg. 21(<file:///D:/q%20file%20documents/ISR-2016-small.pdf>)
- ✚ The states which had highest number of best performers in English are: Uttar Pradesh, Andhra Pradesh, Rajasthan, Haryana, Delhi, Gujarat, Tamil Nadu, **Kerala**, Maharashtra, and West Bengal. Pg. 22
- ✚ Out of 5664 trainings reported 1422 got placed (SECTOR WISE SPLIT OF TRAINING

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AND PLACEMENT CONDUCTED BY NSDC TRAINING PARTNERS-FY 2014-15- Pg.No:29)
What is the estimated uptake of this qualification and what is the basis of this estimate? ✚ Out of 5664 trainings reported 1422 got placed (SECTOR WISE SPLIT OF TRAINING AND PLACEMENT CONDUCTED BY NSDC TRAINING PARTNERS-FY 2014-15- Pg.No:29). Based on this demand we select students from colleges as campus recruitment.
What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Similar course is not registered in NQR.
What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? ASAP has a quality management system to monitor all its courses through regular feedback from students, Program Managers and Quality assures. Student feedback will be collected at regular intervals starting from the end of 1 st 30 th session and there after every 15 sessions. Similar feedback will be collected from Program Managers who manage the courses in Skill Development Centres. These feedbacks are categorised into 3 groups mainly: Acceptable, Requires improvement and not acceptable. Quality assures empanelled by ASAP are people with minimum 5 years' experience and standing in industry. Quality assures are deployed to these places and based on the feedback collected from students and Program Managers on learning outcomes. Corrective actions are suggested by Quality Division to Program Managers through sector heads and Sector Program Managers to effect the required changes. We have trained around 3000 students last year. ASAP itself has employed around 2500 candidates. Their performance has also considered for modifying the syllabus and its certification process. Our students are working outside ASAP and outside Kerala also. ASAP conducts an annual employment survey of students to know the no. of people employed from our courses and their performance with employers and with other employees. This feedback will also use for reviewing the course.

Please attach any documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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SECTION 4

EVIDENCE OF PROGRESSION

What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?

After successful completion of degree along with Communicative English Trainer Course students are eligible for

M.A in training and Development

Masters of Education (M.Ed.) in Training and Development (T&D) (Online course)

**Lot of Master of Training and Development (MTD) are available online as well as offline both national and international level.

Job Progression :

Job Progression 1:

English Language trainer/ soft skill trainer,



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Job Progression 2:

- After completion of our certificate course, students can pursue any advance course on soft skill training (diploma/ short term courses).



On the job training / soft skill trainer



Setting up of an institute for soft skill training (Start Up).

Please attach any documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.