



## **QUALIFICATION FILE**

### **CSR and Sustainability Manager**

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

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

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

**NCrF/NSQF Level: 5**

**Submitted By:**

**Management & Entrepreneurship and Professional Skills Council (MEPSC)**

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

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## Section 1: Basic Details

<b>Qualification Name</b>	CSR and Sustainability Manager																
<b>Sector/s</b>	Management & Entrepreneurship and Professional Skills Council																
<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b>  2022/OAFM/MEPSC/06150	<b>Qualification Name of existing/previous version:</b>  CSR and Sustainability Manager															
<b>a. OEM Name</b> <b>b. Qualification Name</b> <i>(Wherever applicable)</i>	NA																
<b>National Qualification Register (NQR) Code &amp; Version</b> <i>(Will be issued after NSQC approval)</i>		<b>1. NCrf/NSQF Level: 5</b>															
<b>Award</b> <b>(Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also &amp; provide details in annexure))</b>	Certificate																
<b>Brief Description of the Qualification</b>	A CSR and Sustainability Manager performs developmental activities aimed at increasing diversity and inclusivity. The work involves developing CSR and Sustainability programs for the company, increasing internal engagement and ensuring a positive impact on all stakeholders																
<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Graduation or 3-year Diploma (after class 12<sup>th</sup>) in CSR field or</td> <td></td> </tr> <tr> <td>2</td> <td>Graduation or 3-year Diploma (after 12<sup>th</sup> class) OR</td> <td>1-year of relevant experience in CSR field</td> </tr> <tr> <td>3</td> <td>Previous relevant Qualification of NSQF Level 4.5</td> <td>1.5 years of relevant experience in CSR field</td> </tr> <tr> <td>4</td> <td>Previous relevant Qualification of NSQF Level 4</td> <td>3 years of relevant experience in CSR field</td> </tr> </tbody> </table> <b>b. Age: 21 Years</b>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Graduation or 3-year Diploma (after class 12 <sup>th</sup> ) in CSR field or		2	Graduation or 3-year Diploma (after 12 <sup>th</sup> class) OR	1-year of relevant experience in CSR field	3	Previous relevant Qualification of NSQF Level 4.5	1.5 years of relevant experience in CSR field	4	Previous relevant Qualification of NSQF Level 4	3 years of relevant experience in CSR field
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)															
1	Graduation or 3-year Diploma (after class 12 <sup>th</sup> ) in CSR field or																
2	Graduation or 3-year Diploma (after 12 <sup>th</sup> class) OR	1-year of relevant experience in CSR field															
3	Previous relevant Qualification of NSQF Level 4.5	1.5 years of relevant experience in CSR field															
4	Previous relevant Qualification of NSQF Level 4	3 years of relevant experience in CSR field															
<b>Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrf))</b>	20	<b>2. Common Cost Norm Category (I/II/III) (wherever applicable):</b>  III															

<b>Any Licensing requirements for Undertaking Training on This Qualification</b> <i>(wherever applicable)</i>	NA																							
<b>Training Duration by Modes of Training Delivery</b> <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i>	<input type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>300</td> <td>300</td> <td></td> <td></td> <td>600</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i>						Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	300	300			600	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																			
Classroom (offline)	300	300			600																			
Online																								
<b>Aligned to NCO/ISCO Code/s</b> <i>(if no code is available mention the same)</i>	NCO-2015/ 2133.0																							
<b>Progression path after attaining the qualification</b> <i>(Please show Professional and Academic progression)</i>	Expert – CSR and Sustainability Projects (Level 5.5) OR CSR and Sustainability Head (Level 6)																							
<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi																							
<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																							
<b>Is the Job Role Amenable to Persons with Disability</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If “Yes”, specify applicable type of Disability:																							
<b>How Participation of Women will be Encouraged</b>	Both men and women can equally participate																							
<b>Are Greening/ Environment Sustainability Aspects Covered</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																							
<b>Is Qualification Suitable to be Offered in schools/Colleges</b>	Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   Colleges <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																							
<b>Name and Contact Details of Submitting / Awarding Body SPOC</b>	Name: Col. Anil Kumar Pokhriyal Email: ceo@mepsc.in Contact No.: 011-24645100 Website: <a href="https://www.mepsc.in/">https://www.mepsc.in/</a>																							
<b>Final Approval Date by NSQC:</b> 28/07/2022	<b>3. Validity Duration: 36 Months</b>			<b>4. Next Review Date: 28/07/2025</b>																				

## Section 2: Module Summary

## NOS/s of Qualifications

(In exceptional cases these could be described as components)

## Mandatory NOS/s:

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

S. No	NOS/Module Name	NOS/Module Code & Version	Core/Non-Core	NCr F/NS QF Level	Credits as per NCr F	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Social Entrepreneurship	MEP/N1136, v2	Core	5	1	15	15			30	40	60	0		100	10
2.	Change Management	MEP/N1109, v2	Core	5	1	15	15			30	40	60	0		100	10
3.	Align with sustainability indices	MEP/N1111, v2	Core	5	1	15	15			30	40	60	0		100	10
4.	Sustainability Reporting	MEP/N1110, v2	Core	5	1	15	15			30	40	60	0		100	10
5.	Assessment	MEP/N1132, v2	Core	5	1	15	15			30	40	60	0		100	10
6.	Investment in social value innovation	MEP/N1131, v2	Core	5	1	15	15			30	40	60	0		100	10
7.	Measurement	MEP/N1130, v2	Core	5	1	15	15			30	40	60	0		100	10
8.	Align Business with Human Rights	MEP/N1115, v2	Core	5	1	15	15			30	40	60	0		100	5
9.	Sustainable Finance	MEP/N1128, v2	Core	5	1	15	15			30	40	60	0		100	2
10.	Sustainable Operations	MEP/N1127, v2	Core	5	1	15	15			30	40	60	0		100	2
11.	Integration of CSR and Sustainability	MEP/N1126, v2	Core	5	1	15	15			30	40	60	0		100	2
12.	Governance	MEP/N1108, v2	Core	5	1	15	15			30	40	60	0		100	2
13.	NGO Management	MEP/N1106, v2	Core	5	1	15	15			30	40	60	0		100	2
14.	Strategic CSR	MEP/N1105, v2	Core	5	1	15	15			30	40	46	14		100	2

S. No	NOS/Module Name	NOS/Module Code & Version	Core/Non-Core	NCr F/NS QF Level	Credits as per NCr F	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ T-M an.	OJ T - Rec.	Total	Th.	Pr.	Pr oj.	V i v a	Total	Weightage (%) (if applicable)
	Communication															
15.	Fundraising and Fund Allocation	MEP/N1107, v2	Core	5	1	15	15			30	40	60	0		100	2
16.	Project Management	MEP/N1104, v2	Core	5	1	15	15			30	40	60	0		100	2
17.	Application - CSR and Sustainability in Management	MEP/N1103, v2	Core	5	1	15	15			30	40	60	0		100	2
18.	Climate Change	MEP/N1101, v2	Core	5	1	15	15			30	40	60	0		100	2
19.	Employability Skills (60 hrs)	DGT/VSQ/N 0102	Non Core	4	2	24	36			60	20	30	0		50	5
<b>Duration (in Hours) / Total Marks</b>					<b>20</b>	<b>294</b>	<b>306</b>			<b>600</b>	<b>740</b>	<b>1096</b>	<b>14</b>		<b>1850</b>	<b>100</b>

## Elective NOS/s:1. NA

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCr F/NS QF Level	Credits as per NCr F	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ T - M a n .	OJ T - R e c .	Total	Th.	Pr.	P r o j .	V i v a	Total	Weightage (%) (if applicable)
1.																
2.																
3.																
<b>Duration (in Hours) / Total Marks</b>																

## Elective NOS/s:2 NA

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ T-Ma n.	OJ T-Re c.	Total	Th.	Pr.	Pr o j .	V i v a	Total	Weight age (%) (if applicable)
1.																
2.																
3.																
Duration (in Hours) / Total Marks																

## Optional NOS/s:NA

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ T-Ma n.	OJ T-Re c.	Total	Th.	Pr.	Pr o j .	V i v a	Total	Weight age (%) (if applicable)
1.																
2.																
Duration (in Hours) / Total Marks																

## Assessment - Minimum Qualifying Percentage

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

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

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

## Section 3: Training Related

1. Trainer's Qualification and experience in the relevant sector (in years) (as	Trainer Prerequisites						
	Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
			Years	Specialization	Years	Specialization	

per NCVET guidelines)	Graduate in any discipline	MSW, MBA, B.com, BA, BSc or any similar area	2		2		
	Trainer Certification						
	Domain Certification	Platform Certification					
	MEP/Q1103, V2.0, CSR and Sustainability Manager Minimum accepted score is 70%	MEP/Q2602, V3.0, Trainer (VET and Skills) Minimum accepted score is 80%					

#### Section 4: Assessment Related

1. Assessor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Assessor Prerequisites						
	Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
			Years	Specialization	Years	Specialization	
	Graduate in any discipline	MSW, MBA	3		2		
	Assessor Certification						
	Domain Certification				Platform Certification		
MEP/Q1103, V2.0, CSR and Sustainability Manager Minimum accepted score is 70%				MEP/Q2602, V3.0, Assessor (VET and Skills) Minimum accepted score is 80%			



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

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Yes
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> Yes
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes
4.	<b>Number of Industry validation provided:</b> 35
5.	<b>Estimated nos. of persons to be trained and employed:</b> Approx. 50000
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> Yes If “No”, why:

## Section 6: Annexure &amp; Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

## Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	<ul style="list-style-type: none"> <li>● Integration of CSR and Sustainability</li> <li>● Identification of climate change</li> <li>● Demystification social entrepreneurship</li> <li>● Application of CSR and Sustainability in Management</li> <li>● Project Management</li> <li>● Strategic CSR communications</li> <li>● NGO Management</li> <li>● Fundraising and Fund Allocation</li> <li>● Governance and Change Management</li> <li>● : Sustainability Reporting</li> <li>● Alignment with sustainability indices</li> </ul>	<p>As can be inferred from the learning outcomes and performance criteria of the Qualification listed in the adjacent cell, the CSR and Sustainability Manager requires well developed skill, with clear choice of procedures in familiar context.</p> <p>Hence NSQF level for this descriptor is 5.</p>	5
Professional and Technical Skills/ Expertise/ Professional Knowledge	<ul style="list-style-type: none"> <li>● laws and regulations related to CSR and Sustainability</li> <li>● how to plan and implement a project</li> <li>● social communication methods</li> <li>● functioning of the business</li> <li>● preparation of schedule and stakeholder engagement</li> <li>● CSR and Sustainability Reporting standards</li> <li>● data collection, analysis and interpretation</li> <li>● process of fundraising</li> <li>● forms and key indicators of sustainability indices</li> <li>● digital tools</li> </ul>	<p>As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, which have been taken from the CSR and Sustainability Manager qualification pack, job role holder must have a knowledge of facts, principles, processes and</p>	5

		<p>general concepts, in a field of work or study.</p> <p>Hence NSQF level for this descriptor is 5.</p>	
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	<ul style="list-style-type: none"> <li>● Communication Skill</li> <li>● Decision Making</li> <li>● Planning</li> <li>● Mathematical Skills</li> </ul>	<p>As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, which have been taken from the the CSR and Sustainability Manager qualification pack, job role holder must have a knowledge of facts, principles, processes and general concepts, in a field of work or study.</p> <p>Hence NSQF level for this descriptor is 5.</p>	5
<b>Broad Learning Outcomes/Core Skill</b>	<ul style="list-style-type: none"> <li>● Communication Skills</li> <li>● Decision Making</li> <li>● Measuring and Monitoring Planning</li> </ul>	<p>As can be inferred from the knowledge and understanding related points mentioned in the adjacent cell, which have been taken from the the CSR and Sustainability Manager qualification pack, job role holder</p>	5

		<p>must have a knowledge of facts, principles, processes and general concepts, in a field of work or study.</p> <p>Hence NSQF level for this descriptor is 5.</p>	
<b>Responsibility</b>	<p>Responsibility for own work and learning</p> <ul style="list-style-type: none"> <li>● develop personal and professional goals and objectives</li> <li>● identify strengths and weaknesses in relation to goals and objectives</li> <li>● evaluate own capacity to meet goals and objectives</li> <li>● determine personal development needs in order to perform role as desired</li> </ul>	<p>As can be inferred from the learning outcomes and performance criteria of the Qualification listed in the adjacent cell, the CSR and Sustainability Manager must take responsibility for own work and learning and some responsibility for others' works and learning.</p> <p>Hence NSQF level for this descriptor is 5.</p>	5

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

**Batch Size:**

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

Classroom Aids

The aids required to conduct sessions in the classroom are:

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

## Annexure: Industry Validations Summary

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

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Aplus security and fire management	Anil Bhatt	Managing Director	Madhya Pradesh	Attached	Attached	
2	Action & Protection Security Force	Col.KS Raju	Senior VP	Telangana	Attached	Attached	
3	Action guarding services Pvt. Ltd.	R Narender	Associate Director	Telangana	Attached	Attached	
4	Agile security force Pvt.Ltd.	TN Rao	Director-Training	Telangana, Karnataka, Kerala	Attached	Attached	
5	Checkmate	Bhavyash Karria	VP-HR & Legal	Gujarat	Attached	Attached	
6	Central Investigation & Security Services Ltd.	Dr.Rajkumar Tyagi	VP	Maharashtra, Gujarat	Attached	Attached	
7	Cosmos manpower Pvt. Ltd.	Dr.Sameer Trivedi	Managing Director	Gujarat	Attached	Attached	
8	Creantum security solutions pvt.Ltd.	Amit Kumar Bansal	CEO	Uttar Pradesh	Attached	Attached	
9	D1 Fortification pvt. Ltd.	MP Unnnithan	GM	Karnataka	Attached	Attached	
10	Escort security & personal services	Amreshkumar Malik	Training Head	Gujarat	Attached	Attached	
11	Falcon eye skill source pvt. Ltd.	DB Pravallika	CEO	Andhra Pradesh	Attached	Attached	
12	Galaxy Human Resource Services	N Vivekanandam	CEO	Telangana	Attached	Attached	

13	Goswami security training center	Himanshu Shekhar	Operations Manager	Uttar Pradesh	Attached	Attached	
14	Institution of fire engineers	US Chillar	General Secretary	Delhi	Attached	Attached	
15	Industrial protection services	A Muniswaran	AGM Operations	Tamil Nadu	Attached	Attached	
16	Ironman security services pvt.Ltd.	Niranjan Singh Malik	DGM	Uttar Pradesh	Attached	Attached	
17	Keertika Academy pvt.Ltd.	Bhaskar Chatterjee	VP	Kolkata	Attached	Attached	
18	Kingdom protection services pvt.Ltd.	Jay Anand	Director	Kerala	Attached	Attached	
19	Max Vigil Security Expert pvt.Ltd.	IP Singh	Director	Gujarat	Attached	Attached	
20	Mi2C Security & Facilities pvt.Ltd.	Indeep Singh	Sr. Executive	Delhi	Attached	Attached	
21	National security services	Capt Raghuvir Singh Jadeja	Partner	Gujarat	Attached	Attached	
22	Private eye pvt. Ltd.	P Ravindranath	Director	Tamil Nadu, Karnataka, Maharashtra, Telangana, Kerala, Odisha	Attached	Attached	
23	Peregrine Guarding pvt.Ltd.	Capt Anil Kumar	AVP-Training	Delhi	Attached	Attached	
24	Rakshak securitas pvt. Ltd.	Rakesh Singh	VP	Delhi	Attached	Attached	
25	Ranchi security pvt.Ltd.	Vigyan Kumar	Director	Jharkhand	Attached	Attached	
26	Raxa Security services	col Harjinder Singh	Head	Andhra Pradesh	Attached	Attached	
27	S& IB services pvt.Ltd.	Avishek Mitra	Asst. Manager	Kolkata	Attached	Attached	
28	Sai security services pvt. Ltd.	D Swammy Reddy	Managing Director	Telangana	Attached	Attached	
29	Saikor security training & services pvt. Ltd.	Lt Col Sreenivasa Rao Kurra	Managing Director	Andhra Pradesh	Attached	Attached	

30	Security association of Gujarat	Dr Sameer Trivedi	Secretary	Gujarat	Attached	Attached	
31	Sharp dectective and security services	Muzaffar Shareef	Admn. Manager	Telangana	Attached	Attached	
32	SRF detective & security services pvt. Ltd.	Capt Prabhat Kumar Pandit	VP	Karnataka	Attached	Attached	
33	Star security and Placement	Ajit S Nair	GM	Kerala	Attached	Attached	
34	Terrier security services India pvt. Ltd.	Brig Arun Dravid	Head	Karnataka	Attached	Attached	
35	TNR sainik academy society	B Ramesh	Chairman	Telanagana	Attached	Attached	

## Annexure: Training &amp; Employment Details

## Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023	1000					
2024	1000					
2025	1000					

Data to be provided year-wise for next 3 years

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

Qualifica tion Version	Ye ar	Total Candidates				Women				People with Disability			
		Trai ned	Assess ed	Certif ied	Plac ed	Trai ned	Assess ed	Certif ied	Plac ed	Trai ned	Assess ed	Certif ied	Plac ed

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

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

- 1.
- 2.

## Content availability for previous versions of qualifications:

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

## Languages in which Content is available:

Annexure: Blended Learning

## Blended Learning Estimated Ratio &amp; Recommended Tools:



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

## Annexure: Detailed Assessment Criteria

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

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MEP/N1136, v2 Social Entrepreneurship	<i>Identify Social Entrepreneurship</i>	10	10	-	-
	PC1. identify the difference between regular entrepreneurship and social entrepreneurship	-	-	-	-
	PC2. execute legal process to do the registration and the local compliance	-	-	-	-
	PC3. develop a sustainable business to solve social problems	-	-	-	-
	<i>Align the problems and find solutions</i>	10	10	-	-
	PC4. identify innovative solutions to social problems	-	-	-	-
	PC5. identify the ground realities of the problem	-	-	-	-
	PC6. do research and development and develop solutions	-	-	-	-
	PC7. build a vision, mission and strategy document of the company	-	-	-	-
	<i>Building pitch deck</i>	10	20	-	-
	PC8. build pitch deck	-	-	-	-
	PC9. develop financial projections	-	-	-	-
	PC10. make presentations	-	-	-	-
	PC11. build sleek operations and marketing strategy	-	-	-	-
	PC12. build prototype	-	-	-	-
	<i>Develop the process - pilot model to scaling up business</i>	10	20	-	-
	PC13. identify the stage of the venture	-	-	-	-
	PC14. develop bootstrap model	-	-	-	-
	PC15. build a scalable model	-	-	-	-
	PC16. address the requirements of the end beneficiaries/customers	-	-	-	-
	PC17. make a strategy to scale up business model	-	-	-	-

	PC18. set timelines and achievable targets	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
<b>MEP/N1109, v2 Change Management</b>	<i>Transition from conventional practices to sustainable practices</i>	10	20	-	-
	PC1. identify the indicators of conventional management practices	-	-	-	-
	PC2. decide the sustainable practices to be implemented	-	-	-	-
	PC3. perform cost-benefit analysis of the change towards sustainability	-	-	-	-
	PC4. develop roadmap of transformation	-	-	-	-
	PC5. assign the tasks to respective stakeholders	-	-	-	-
	PC6. determine the success indicators for the transition	-	-	-	-
	PC7. measure the impact	-	-	-	-
	PC8. implement the learnings to take corrective actions	-	-	-	-
	<i>Digitize work in CSR and Sustainability</i>	10	10	-	-
	PC9. digitize monitoring process from the ground	-	-	-	-
	PC10. digitize reporting and measurement process	-	-	-	-
	PC11. validate the reports digitally	-	-	-	-
	PC12. take corrective action digitally based on the feedback	-	-	-	-
	<i>Integration of Business - CSR and Sustainability</i>	10	20	-	-
	PC13. identify the business processes where CSR and Sustainability could be integrated	-	-	-	-
	PC14. develop the roadmap, measurement indicators and monitoring for the business transition	-	-	-	-
	PC15. observe the gaps in transition and implement best practices for sustainable business	-	-	-	-
	<i>Reporting and communications</i>	10	10	-	-
	PC16. develop relevant reports and communications material for all the stakeholders	-	-	-	-
	PC17. disseminate information through relevant sources	-	-	-	-
	PC18. take appropriate actions based on the feedback received	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
<b>MEP/N1111, v2 Align with sustainability indices</b>	<i>Build indicators for sustainable business</i>	10	20	-	-
	PC1. identify measurement tools for sustainable business	-	-	-	-
	PC2. do stakeholder engagement	-	-	-	-
	PC3. build internal and external reporting cycle and tools	-	-	-	-
	<i>Develop measurement standards and guidelines</i>	10	10	-	-
	PC4. use the guidelines and standards in India and Internationally - ISO2600, BRSR and others	-	-	-	-
	PC5. implement the guidelines in the business environment	-	-	-	-
	<i>Invest in new ways - Sustainable Stock Exchanges</i>	10	10	-	-
	PC6. backtrack on the norms in the key indices of sustainability indices	-	-	-	-

	PC7. apply sustainable practices in business to be listed on sustainability indices	-	-	-	-
	PC8. invest in sustainable business practices	-	-	-	-
	<i>Make benchmarks and align with sustainability indices</i>	5	10	-	-
	PC9. benchmark the projects	-	-	-	-
	PC10. map the alignment with the sustainability indices	-	-	-	-
	<i>Formulate measuring and reporting strategy</i>	5	10	-	-
	PC11. develop measuring strategies of the projects	-	-	-	-
	PC12. decide on indicators to report and the relevant stakeholders	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
MEP/N1110, v2 Sustainability Reporting	<i>Prepare Sustainability Report of India and International standards</i>	10	15	-	-
	PC1. prepare Sustainability report	-	-	-	-
	PC2. identify different forms of sustainability reportings in India and Internationally	-	-	-	-
	PC3. differentiate between sustainability reporting and apply them as per the requirements of the company	-	-	-	-
	<i>Write Global Reporting Indicators (GRI), Integrated reporting (IR), materiality analysis</i>	10	20	-	-
	PC4. identify the basics of GRI, IR and application of materiality analysis	-	-	-	-
	PC5. develop draft reports of GRI and IR	-	-	-	-
	<i>Prepare Business Responsibility and Sustainability Report (BRSR) and Business responsibility report (BRR)</i>	10	15	-	-
	PC6. develop the different indicators from BRSR and BRR	-	-	-	-
	PC7. develop BRSR report	-	-	-	-
	<i>Integrate evolving trends in sustainability reporting</i>	10	10	-	-
	PC8. identify the updated formats of reporting and implement different formats of report and requirements globally.	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
MEP/N1132, v2 Assessment	<i>Impact assessment</i>	10	20	-	-
	PC1. prepare survey questionnaire	-	-	-	-
	PC2. identify the pain points	-	-	-	-
	PC3. conduct participatory rural appraisal, group discussions or other survey methods	-	-	-	-
	PC4. conduct data collection, analysis and interpretation activities	-	-	-	-
	PC5. prepare report based on the survey outcomes	-	-	-	-
	<i>Social Audit</i>	10	20	-	-
	PC6. map the pre intervention and post intervention changes	-	-	-	-
	PC7. identify the outputs and the outcomes achieved	-	-	-	-
	PC8. identify the learnings of the project	-	-	-	-

	PC9. write a report on the social impact	-	-	-	-
	<i>Measuring and monitoring techniques</i>	10	10	-	-
	PC10. use the measuring tools available on the project	-	-	-	-
	PC11. implement the monitoring tools on the project	-	-	-	-
	<i>Digitization in the present era</i>	10	10	-	-
	PC12. upgrade the manual work by digital tools	-	-	-	-
	PC10. use the measuring tools available on the project	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
<b>MEP/N1131, v2 Investments in social value innovation</b>	<i>Select the CSR project</i>	10	10	-	-
	PC1. identify the problems to be solved	-	-	-	-
	PC2. mobilize projects and solutions to the problems	-	-	-	-
	PC3. develop metrics for selecting apt projects in CSR and Sustainability	-	-	-	-
	PC4. select relevant CSR project suitable for implementation	-	-	-	-
	<i>Set expectations on same page - NGOs, Social enterprises</i>	10	20	-	-
	PC5. map the expectations of donor-donee, investor-investee	-	-	-	-
	PC6. build a common ground to match expectations	-	-	-	-
	PC7. communicate with each stakeholder of the roadmap	-	-	-	-
	<i>Align the project with the business</i>	10	10	-	-
	PC8. map the social innovation project with the business	-	-	-	-
	PC9. do the cost-benefits analysis	-	-	-	-
	PC10. identify the stakeholders involved in the project	-	-	-	-
	<i>Build project roll-out strategy</i>	10	20	-	-
	PC11. build a strategy to integrate the social innovative product/service in the company	-	-	-	-
	PC12. develop benchmarks and success indicators	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
<b>MEP/N1130, v2 Measurement</b>	<i>Measuring and monitoring tools</i>	20	20	-	-
	PC1. allocate the indicators which need to be measured	-	-	-	-
	PC2. develop the measuring and monitoring criterias and indicators	-	-	-	-
	PC3. collect data from different sources	-	-	-	-
	PC4. analyse the data	-	-	-	-
	PC5. interpret the data	-	-	-	-

	PC6. feed the data in relevant locations	-	-	-	-
	<i>Building KPI</i>	10	20	-	-
	PC7. identify success indicators for the projects	-	-	-	-
	PC8. develop measurement matrix for success and failure of the indicators	-	-	-	-
	<i>Communication</i>	10	20	-	-
	PC9. analyse the measurement metrics	-	-	-	-
	PC10. write reports on the measurement metrics	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
<b>MEP/N115, v2 Align Business with Human Rights</b>	<i>Implement Indian and International frameworks and guidelines for Human Rights - UNGP</i>	10	20	-	-
	PC1. identify important linkage between business of Human Rights	-	-	-	-
	PC2. apply regional and international laws for human rights in business	-	-	-	-
	PC3. implement different frameworks for human rights	-	-	-	-
	PC4. integrate united nations general principals in business	-	-	-	-
	<i>Stakeholder mapping for Human Rights in your company</i>	10	10	-	-
	PC5. measure the impact of human rights on people	-	-	-	-
	PC6. map stakeholders for implementing human rights	-	-	-	-
	PC7. segregate between direct and indirect stakeholders	-	-	-	-
	PC8. measure the impact of human rights violations	-	-	-	-
	<i>Theory to Implementation of Human Rights Framework in your company</i>	10	20	-	-
	PC9. make human rights framework	-	-	-	-
	PC10. measure and monitor the development of human rights framework	-	-	-	-
	PC11. measure and monitor the development of human rights framework	-	-	-	-
	<i>Implement Indian Government National Action Plan (NAP) 2020</i>	10	10	-	-
	PC12. implement National action plan in the company	-	-	-	-
	PC13. execute national and international compliances for human rights in business	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
<b>MEP/N1128, v2 Sustainable Finance</b>	<i>Apply principles of sustainable finance</i>	20	20	-	-
	PC1. identify the loopholes in conventional financial system and reporting	-	-	-	-
	PC2. develop indicators to make the system inclusive and closed	-	-	-	-
	PC3. implement the national and international laws for accounting and auditing	-	-	-	-
	PC4. develop a process flow for sustainable financial development	-	-	-	-

	PC5. get the process flow vetted from third party	-	-	-	-
	<i>Inclusive and ethical funding</i>	10	20	-	-
	PC6. develop parameters for funding - ESG or SDG as per the mandate of the shareholders	-	-	-	-
	PC7. identify the projects where the sustainability indicators are embedded	-	-	-	-
	PC8. cost-benefit analysis of funding the project	-	-	-	-
	PC9. forecast the impact socially and economically of the project	-	-	-	-
	<i>Monitoring and reporting</i>	10	20	-	-
	PC10. develop success and failure indicators	-	-	-	-
	PC11. measure and monitor the success of the projects	-	-	-	-
	PC12. build reports and communications materials	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
<b>MEP/N1127, v2 Sustainable Operations</b>	<i>Circular economy</i>	10	20	-	-
	PC1. map the non-recyclable/non-degradable raw materials used in manufacturing the product/service	-	-	-	-
	PC2. identify the solutions to recycle/reuse/reduce the non-recyclable/non degradable materials	-	-	-	-
	PC3. implement the solutions in the product/service to form circular economy	-	-	-	-
	PC4. measure the emissions/footprint	-	-	-	-
	PC5. build a plan to reduce/negate emissions/footprints	-	-	-	-
	<i>Clean Supply Chain</i>	10	20	-	-
	PC6. identify the source of the product/service	-	-	-	-
	PC7. implement the labor laws applicable nationally and by the international bodies	-	-	-	-
	PC8. implement the procurement policies and laws to ensure clean supply chain	-	-	-	-
	PC9. vet the suppliers and distributors of the product/services	-	-	-	-
	PC10. develop protocols to be followed by all the stakeholders	-	-	-	-
	<i>Application of sustainable operations in management verticals</i>	20	20	-	-
	PC11. conduct materiality analysis of the product/service of the company or the product/services procured/used in day to day operations of the company	-	-	-	-
	PC12. measure the carbon footprint/emissions from the source of the products	-	-	-	-
	PC13. point out the non-recyclable, non-biodegradable products in the day-to-day operations	-	-	-	-
	PC14. develop process to maintain and have zero wastage and emission	-	-	-	-
	PC15. measure, monitor and report net-zero emissions or net-positive water footprint	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-

<b>MEP/N1126, v2 Integration of CSR and Sustainability</b>	<i>Align CSR and Sustainability in business</i>	2	4	-	-
	PC1. link CSR and Sustainability with business practices	-	-	-	-
	<i>Implement global CSR Laws</i>	6	11	-	-
	PC2. apply national and global CSR laws	-	-	-	-
	PC3. make CSR policies, committees and abide by the laws of the country	-	-	-	-
	PC4. implement international guidelines of the united nations and other similar bodies	-	-	-	-
	<i>Apply SDGs, NVGs, MDGs, BRSR</i>	8	15	-	-
	PC5. apply SDGs, NVGs, MDGs	-	-	-	-
	PC6. write reports on BRSR, other formats of reports as introduced in the country	-	-	-	-
	<i>Design projects on CSR and Sustainability</i>	8	10	-	-
	PC7. design sustainable CSR projects	-	-	-	-
	PC8. budget CSR and Sustainability activities	-	-	-	-
	<i>Implement CSR and Sustainability</i>	16	20	-	-
	PC9. build CSR and Sustainability business strategy for the company	-	-	-	-
	PC10. chalk a roadmap for implementation of strategy with timelines	-	-	-	-
	PC11. do project planning	-	-	-	-
	PC12. build CSR and sustainability policy	-	-	-	-
	PC13. correlate between CSR and Sustainability	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
<b>MEP/N1108, v2 Governance</b>	<i>Develop governance board structure</i>	10	20	-	-
	PC1. identify the right people to be on the governance board	-	-	-	-
	PC2. invite the people	-	-	-	-
	PC3. build the board	-	-	-	-
	PC4. develop governance process-flow for the board	-	-	-	-
	PC5. ensure the diversity of the board	-	-	-	-
	<i>Work with State and Central Government Bodies</i>	10	20	-	-
	PC6. build protocols for working with different state and central government bodies	-	-	-	-
	PC7. develop engagement system	-	-	-	-
	PC8. frame policies	-	-	-	-
	<i>Build benchmarks standards</i>	10	10	-	-
	PC9. develop benchmarks with the peer governance structures	-	-	-	-

	PC10. identify and implement learnings	-	-	-	-
	<i>Engage CSR Committee and Board on the ground realities</i>	10	10	-	-
	PC11. develop communication materials for engaging stakeholders	-	-	-	-
	PC12. embed tech tools to share the updates with the board and receive feedback	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
<b>MEP/N1106, v2 NGO Management</b>	<i>Implement NGO Governance system</i>	10	10	-	-
	PC1. constitute a NGO legally	-	-	-	-
	PC2. form a board, advisory board	-	-	-	-
	PC3. develop governance structure and norms	-	-	-	-
	<i>Aligning the cause with the global need</i>	10	20	-	-
	PC4. decide on the causes to work on	-	-	-	-
	PC5. align the cause with the national and global priorities	-	-	-	-
	PC6. forecast the impact of the cause from unit to masses	-	-	-	-
	PC7. make the unit budget	-	-	-	-
	PC8. develop efficient accounting system	-	-	-	-
	PC9. build a sustainable project with 3 years exit period	-	-	-	-
	<i>Donor management</i>	10	20	-	-
	PC10. develop donor management system	-	-	-	-
	PC11. install tools for donor follow-ups	-	-	-	-
	PC12. take feedback from all the stakeholders	-	-	-	-
	PC13. implement corrective steps	-	-	-	-
	<i>Communication, reporting, monitoring</i>	10	10	-	-
	PC14. develop communication material for the stakeholders and donors	-	-	-	-
	PC15. disseminate information to the right audience	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
<b>MEP/N1105, v2 Strategic CSR communication</b>	<i>Importance of CSR Communications</i>	10	6	4	-
	PC1. map the appropriate communications material for respective stakeholders	-	-	-	-
	PC2. develop strategy for CSR Communications	-	-	-	-
	<i>Research and data-based approach for communications</i>	10	20	-	-
	PC3. prepare the material required for respective stakeholder groups	-	-	-	-
	PC4. conduct data analysis and research to develop and disseminate the data	-	-	-	-



	PC5. build a robust communication plan	-	-	-	-
	<i>Platform for social impact communications for CSR projects</i>	10	15	5	-
	PC6. evaluate the external platforms for social impact communication of CSR projects	-	-	-	-
	PC7. prepare and get the communication material for distributing on the social media, public relations, modes to reach the end- beneficiaries				
	<i>CSR report as per the compliance requirements</i>	10	5	5	-
	PC8. decide on the CSR and sustainability reporting methodologies available in India and internationally.	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>46</b>	<b>14</b>	-
<b>MEP/N1107, v2 Fundraising and Fund Allocations</b>	<i>Fundraising</i>	10	20	-	-
	PC1. develop fundraising strategies	-	-	-	-
	PC2. identify different fundraising tools	-	-	-	-
	PC3. identify different donors	-	-	-	-
	<i>Writing proposals</i>	20	20	-	-
	PC4. write proposals for individual donors and CSR	-	-	-	-
	PC5. customize proposals on the lines of the donors	-	-	-	-
	PC6. make tenders for government fundraising	-	-	-	-
	PC7. write proposals for international aid agencies	-	-	-	-
	<i>Reporting to the donors</i>	10	20	-	-
	PC8. write reports to donors on timely basis	-	-	-	-
	PC9. build communication materials	-	-	-	-
	PC10. disseminate information	-	-	-	-
	PC11. do data collection, analysis and reporting	-	-	-	-
	PC12. make creatives	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
<b>MEP/N1104, v2 Project Management</b>	<i>Project designing</i>	10	10	-	-
	PC1. do need assessment	-	-	-	-
	PC2. identify different social solutions to the problems	-	-	-	-
	PC3. decide an appropriate solution	-	-	-	-
	PC4. design the project based on the solution	-	-	-	-
	<i>Project planning</i>	10	20	-	-
	PC5. map the stakeholders who would be affected by the project	-	-	-	-
	PC6. build roadmap and timelines for the project	-	-	-	-

	PC7. build success indicators for the project	-	-	-	-
	PC8. identify measurable outcomes	-	-	-	-
	PC9. identify and collaborate with relevant stakeholders	-	-	-	-
	<i>Project Execution</i>	10	10	-	-
	PC10. delegate work to the stakeholders of the project	-	-	-	-
	PC11. assign outputs and outcomes of each stakeholders	-	-	-	-
	PC12. measure and monitor the development of the project	-	-	-	-
	<i>Reporting and Communication</i>	5	10	-	-
	PC13. collect data from different sources	-	-	-	-
	PC14. prepare communication materials	-	-	-	-
	PC15. develop reports for various stakeholders	-	-	-	-
	<i>Implement technology tools</i>	5	10	-	-
	PC16. implement technology tools for project management	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
MEP/N1103, v2 Application - CSR and Sustainability in Management	<i>Applying the concepts of CSR and Sustainability in Management verticals</i>	10	20	-	-
	PC1. identify business management verticals	-	-	-	-
	PC2. map the indicators of CSR and Sustainability in management verticals	-	-	-	-
	PC3. implement the concepts of CSR and Sustainability in the management verticals	-	-	-	-
	<i>Business transformation</i>	20	20	-	-
	PC4. map the changes that a company would undergo	-	-	-	-
	PC5. map the stakeholders who would be affected by the change	-	-	-	-
	PC6. build communication and knowledge dissemination model	-	-	-	-
	PC7. build process flow for business transformation	-	-	-	-
	PC8. make key point indicators for business transformation	-	-	-	-
	PC9. build progress chart and pointers for learning outcomes	-	-	-	-
	<i>Cost versus benefits analysis</i>	10	20	-	-
	PC10. make a list of the present expenses in all the domains	-	-	-	-
	PC11. compare it with the expense for change management	-	-	-	-
	PC12. conduct cost-benefit analysis	-	-	-	-
	PC13. build a roadmap to implement	-	-	-	-
	PC14. measure the outcomes	-	-	-	-

	PC15. build success indicators for business transformation	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
<b>MEP/N1101, v2 Climate Change</b>	<i>Identify climate change</i>	5	10	-	-
	PC1. identify kinds of pollutants	-	-	-	-
	PC2. identify the causes of climate change	-	-	-	-
	PC3. map the impact of pollutants on the environment locally	-	-	-	-
	PC4. map the impact of pollutants on the environment globally	-	-	-	-
	<i>Build Frameworks - ESG and SDG</i>	5	10	-	-
	PC5. develop the generic indicators on environment, social, governance and sustainability making the difference	-	-	-	-
	PC6. develop industry sensitive indicators which matter in ESG and SDG	-	-	-	-
	PC7. make frameworks to rate the changes in ESG and SDGs	-	-	-	-
	PC8. develop methodology for implementing the frameworks	-	-	-	-
	PC9. develop mathematical models for rating and measurement	-	-	-	-
	<i>Types of pollution and ways to mitigate</i>	10	20	-	-
	PC10. build a list of the social innovation solutions to curb climate change	-	-	-	-
	PC11. implement models to control different types of pollution	-	-	-	-
	PC12. measure and monitor the emission of pollutants	-	-	-	-
	<i>Circular Economy</i>	10	10	-	-
	PC13. implement the principal of reduce, reuse and recycle (RRR)	-	-	-	-
	PC14. align RRR with circular economy	-	-	-	-
	PC15. implement the principle of circular economy in the company	-	-	-	-
	PC16. attain net-zero or negative carbon, water, waste footprint reduction	-	-	-	-
	<i>Tools for measurement and control</i>	10	10	-	-
	PC17. use technical tools to measure the usage of natural resources	-	-	-	-
	PC18. use technical tools to measure the emissions of pollutants	-	-	-	-
	PC19. develop a monitoring system	-	-	-	-
	PC20. chalk out a road map to control emissions and save natural resources	-	-	-	-
	<b>Total Marks</b>	<b>40</b>	<b>60</b>	-	-
	<i>Introduction to Employability Skills</i>	1	1	-	-

<b>DGT/VSQ/N0102: Employability Skills (60 Hours)</b>	PC1 identify employability skills required for jobs in various industries	-	-	-	-
	PC2 identify and explore learning and employability portals	-	-	-	-
	<i>Constitutional values – Citizenship</i>	1	1	-	-
	PC3 recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4 follow environmentally sustainable practices	-	-	-	-
	<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
	PC5 recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC6 practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
	<i>Basic English Skills</i>	2	3	-	-
	PC7 use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
	PC8 read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
	PC9 write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	<i>Career Development &amp; Goal Setting</i>	1	2	-	-
	PC10 understand the difference between job and career	-	-	-	-
	PC11 prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
	<i>Communication Skills</i>	2	2	-	-
	PC12 follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
	PC13 work collaboratively with others in a team	-	-	-	-
	<i>Diversity &amp; Inclusion</i>	1	2	-	-
	PC14 communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC15 escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	<i>Financial and Legal Literacy</i>	2	3	-	-
	PC16 select financial institutions, products and services as per requirement	-	-	-	-
	PC17 carry out offline and online financial transactions, safely and securely	-	-	-	-
	PC18 identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-

PC19 identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20 operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21 use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22 use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-
PC23 identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24 develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25 identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26 identify different types of customers	-	-	-	-
PC27 identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28 follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	2	3	-	-
PC29 create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30 search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31 apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32 answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33 identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>		

**Elective 1:**

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks

**Elective 2: Employment Statutory Compliance**

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks

## Annexure: Assessment Strategy

### 1. Assessment System Overview:

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

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

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

### 2. Testing Environment:

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

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

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

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

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

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

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

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

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

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

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

4. Types of evidence or evidence-gathering protocol:

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

5. Method of verification or validation:

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

Assessor conducts the assessment in accordance with the assessment guidelines and question bank as per the job role.

The assessor carries tablet with the loaded questions. This tablet is geotagged and so it is monitored to check their arrival and completion of assessment. The training partner will also intimate the time of arrival of the assessor and time of leaving the venue.

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

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

Assessment agency will be responsible to put details in SID.

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

6. Method for assessment documentation, archiving, and access

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

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

## Annexure: Acronym and Glossary

### Acronym

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

### Glossary

Term	Description
<b>National Occupational Standards (NOS)</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.

<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above.
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