

QUALIFICATION FILE

PwD Assistive Aids Repair Technician (Divyangjan) - LD

- ☒ 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: 3

Submitted By:

Skill Council for Persons with Disability
501, City Centre, Plot No 5, Sector -12
Dwarka, New Delhi-110076
011 2808 5058-59
info@scpwd.in

Table of Contents

Section 1: Basic Details	3
Section 2: Module Summary	6
NOS/s of Qualifications	6
Mandatory NOS/s	6
Assessment - Minimum Qualifying Percentage	7
Section 3: Training Related	8
Section 4: Assessment Related.....	9
Section 5: Evidence of the need for the Qualification	10
Section 6: Annexure & Supporting Documents Check List	11
Annexure 1: Evidence of Level.....	13
Annexure 2: Tools and Equipment (Lab Set-Up).....	15
Annexure 3: Detailed Assessment Criteria.....	19
Annexure 4: Assessment Strategy	20
Annexure 5: Acronym and Glossary	22

Section 1: Basic Details

1.	Qualification Name	PwD Assistive Aids Repair Technician (Divyangjan) - LD								
2.	Sector/s	Persons with Disability								
3.	Type of Qualification: ☒ New ☐ Revised ☐ Has Electives/Options ☐ OEM	NQR Code & version of existing/previous qualification: NA		Qualification Name of existing/previous version: NA						
4.	a. OEM Name b. Qualification Name (Wherever applicable)	NA								
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-03-PD-03679-2025-V1-SCPWD		6. NCrf/NSQF Level: 3						
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate								
8.	Brief Description of the Qualification	A PwD Assistive Aids Repair Technician is responsible to assemble, service and repair the assistive aids/equipment in a timely manner. They diagnose the defect in the equipment and repair it.								
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <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>10th standard pass</td> <td>2 years' experience in Electrical, Electronic, or Mechanical Sector</td> </tr> </tbody> </table>			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	10th standard pass	2 years' experience in Electrical, Electronic, or Mechanical Sector
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)								
1.	10th standard pass	2 years' experience in Electrical, Electronic, or Mechanical Sector								
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrf))	20		11. Common Cost Norm Category (I/II/III) (wherever applicable) I						
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA								

13.	Training Duration by Modes of Training Delivery (<i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i>)	☐ Offline ☐ Online ☒ Blended						
		Training Delivery Modes	Theory (Hours)	Practical (Hours)	Employability Skills	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)
		Classroom (online)	150		70		-	610
		Offline		300		90		
14.	Aligned to NCO/ISCO Codes (<i>if no code is available mention the same</i>)	NCO-2015/7234						
15.	Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>)	Assistive Aids Repair Senior Technician						
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	English & Hindi						
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	☐ Yes ☒ No URLs of similar Qualifications: Non duplication has been ensured by the Domain SSC.						
18.	Is the Job Role Amenable to Persons with Disability	☐ Yes ☒ No If "Yes", specify applicable type of Disability: Locomotor Disability (LD)						
19.	How Participation of Women will be Encouraged	Involvement of Women with disabilities in learning skills is not just about addressing their needs; it's about recognizing their potential, strengths and contributions to the Society. The Council endeavors to create safe & collaborative inclusive learning environments which can address their unique challenges and needs. Counselling support is provided so that they can set their own goals, make preferences and participate in learning like their male counterparts. The staff of such organizations is sensitized to the needs of the women with disabilities as they face dual challenges-of gender bias in addition to their disability.						
20.	Are Greening/ Environment Sustainability Aspects Covered (<i>Specify the NOS/Module which covers it</i>)	☐ Yes ☒ No						
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools ☐ Yes ☐ No Colleges ☒ Yes ☐ No						
22.	Name and Contact Details of Submitting / Awarding Body SPOC (<i>In case of CS or MS, provide details of both Lead AB & Supporting ABs</i>)	Name: Mr. Ravindra Singh Email: ravindra.singh@scpwd.in Contact No.: + 91-011-2808558-59 Website: www.scpwd.in						
23.	Final Approval Date by NSQC: 18.02.2025	24. Validity Duration: 3 Years				25. Next Review Date : 18.02.2028		

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

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

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

S.No.	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Types of House wiring and fault repair in house wiring	PSS/N6001, v2.0	Core	3	1.5	20	25	0		45	-	-	-	-	-	-
2.	Mains, distribution, controls circuits and protection in house	PSS/N6002, v2.0	Core	3	2	35	25	0		60	-	-	-	-	-	-
3.	Maintenance & Repair of house hold gadgets	PSS/N6003, v2.0	Core	3	5	45	105	0		150	-	-	-	-	-	-
4.	Assemble, repair and maintain HPT	PWD/ N0301 V2.0	Core	3	1.5	10	35	0		45	20	48	6	7	83	20
5.	Assemble, repair and maintain a folding wheelchair	PWD/N0302 V2.0	Core	3	1.5	10	35	0		45	29	52	8	5	94	20
6.	Assemble, repair and maintain battery operated motorized tricycle/motorized wheelchair	PWD/N0303 V2.0	Core	3	1.5	10	35	0		45	22	42	15	13	92	20

7.	Repair and maintain Hearing aids (Digital)	PWD/N0304 V2.0	Core	3	1	10	20	0	-	30	11	18	4	4	37	10
8.	Communicate effectively with others	PWD/N9902 V1.0	Core	3	0.5	5	10	0	-	15	26	38	-	10	74	10
9.	Follow Health, Safety, and Hygiene Practices	PWD/N9901 V1.0	Core	3	0.5	5	10	0	-	15	20	30	-	-	50	5
10.	Employability Skills for Persons with Disabilities (70 hours)	PWD/N0501 V1.0	Non-Core	4	1	70	0	0	-	70	40	60	-	-	100	5
11.	On the Job Training	-	-	3	-	-	-	90	-	90	-	-	-	-	-	-
Duration (in Hours) / Total Marks					17	220	300	90	0	610	170	288	33	39	530	90

Assessment - Minimum Qualifying Percentage

Please specify any one of the following:

Minimum Pass Percentage – Aggregate at qualification level: 50 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 50 % (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Optional Module

S.No.	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Self Employment and Entrepreneurship skills	MEP/N9996 V1.0	Core	3	1	15	15			30	40	60	-	-	100	10
Duration (in Hours) / Total Marks					1	15	15	0	0	30	170	288	33	39	530	90

Section 3: Training Related

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
B. Tech	Electrical, Electronic, Mechanical, Instrumentation	minimum 2 years				
Bachelor	Audiology and Speech Language Pathology	N/A				
Bachelor	Prosthetics & Orthotics	N/A				

Trainer Certification	
Domain Certification	Platform Certification
Recommended that the Inclusive Trainer should be certified by SCPwD as per SCPwD guidelines in Disability Specific Top Up Training / QP of Trainer - PwD "PwD/Q0101 v2.0". Minimum Accepted Score is 80%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601 v2.0" Minimum accepted score is 80%.

**Section 4: Assessment Related
Assessor Prerequisites**

Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
B. Tech Or	Electrical, Electronic, Mechanical, Instrumentation	minimum 4 years	Preferred in the field of Disability	NA	NA	
Diploma	Electrical, Electronic, Mechanical, Instrumentation	minimum 4 years				
Bachelor of Audiology and Speech Language Pathology & Bachelor in Prosthetics & Orthotics		4 years				

Section 5: Evidence of the need for the Qualification*Provide Annexure/Supporting documents name.*

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): No (As per Domain)
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No (As per Domain)
3.	Government /Industry initiatives/ requirement (Yes/No): Yes (As per Domain)
4.	Number of Industry validation provided: N.A
5.	Estimated nos. of persons to be trained and employed: 100
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If “No”, why: Yes

Section 6: Annexure & Supporting Documents Check List*Specify Annexure Name / Supporting document file name*

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors (<i>Mandatory</i>)	Annexure 1-Evidence of level (As per Domain)
2.	Annexure: List of tools and equipment relevant for qualification (<i>Mandatory, except in case of online course</i>)	Annexure 2-Tools and Equipment (As per Domain)
3.	Annexure: Detailed Assessment Criteria (<i>Mandatory</i>)	Annexure 3-Tools and Equipment (As per Domain)
4.	Annexure: Assessment Strategy (<i>Mandatory</i>)	Annexure 4-Tools and Equipment (As per Domain)
5.	Annexure: Blended Learning (<i>Mandatory, in case selected Mode of delivery is “Blended Learning”</i>)	Yes (As per Domain)
6.	Annexure: Multiple Entry-Exit Details (<i>Mandatory, in case qualification has multiple Entry-Exit</i>)	NA
7.	Annexure: Acronym and Glossary (<i>Optional</i>)	Yes (As per Domain)

8.	Supporting Document: Model Curriculum (Mandatory – Public view)	PwD Assistive Aids Repair Technician (Divyangjan) - LD
9.	Supporting Document: Career Progression (Mandatory – Public view)	Yes (As per Domain) – SCPwD being horizontal follows the same Career Progression
10.	Supporting Document: Occupational Map (Mandatory)	Yes (As per Domain) – SCPwD being horizontal follows the same Occupational Map
11.	Supporting Document: Assessment SOP (Mandatory)	NA
12.	Any other document you wish to submit:	NA

Annexure 1: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Process	Assemble mobility aids Repair and maintain mobility and hearing Aids Deliver product to customers	A PwD Assistive Aids Repair Technician is responsible to assemble, service and repair the assistive aids/equipment in a timely manner. They diagnose the defect in the equipment, repair and deliver it.	3
Professional knowledge	Identify repair requirements in the assistive aids Perform repair of the assistive aids Maintain records and inventory of the raw material and clients	The job holder is expected to know basic facts, process and processes and principles applied. They should be able to identify the problems in the functioning of assistive aids and repair, reassemble and deliver the product in working condition	3
Professional skill	Communicate effectively with subordinates and clients Maintain personal hygiene Practice inclusion at work Administer appropriate safety and emergency procedures	The job holder is expected to recall and demonstrate practical skill which is routine and repetitive in nature and apply it appropriately during repair work e.g. during identification of the problem and corresponding tool/equipment They should maintain effective communication with clients, maintain record of repair and delivery without discrimination.	3
Core skill	Maintain the tools and equipment Maintain clean and safe workplace	The job holder is expected to have both oral and written communication skills, strong listening skills and fine motor skills. They	3

		should have reading, writing and arithmetic skills to read various instructional guidelines about safe use of tools and equipment, communicate appropriately with customers, maintain inventory and record for delivery of products in a timely manner	
Responsibility	Take responsibility for his/her own work and learning. Check availability of all tools and equipment required the repair and maintenance. Demonstrate the process of carrying out minor repair and periodical maintenance of tools and equipment provide information about safety procedures, protective devices required for operation, listen to team & clients	The Job Holder will ensure the functioning of the aid/device after repair. They will maintain inventory and record for delivery of products in a timely manner...	3

Annexure 2: Tools and Equipment (Lab Set-Up)**List of Tools and Equipment Batch Size: 30 trainees**

S. No.	Tool / Equipment Name	Minimum number of Equipment required (per batch of 30 trainees)	Unit Type	Is this a mandatory Equipment to be available at the Training Center (Yes/No)
1.	Computer	1	Pieces	Yes
2.	Sticky Keys	1	Pieces	Yes
3.	Foot Pedals	1	Pieces	Yes
4.	Access Switches	1	Pieces	Yes
5.	Wheelchair	1	Pieces	Yes
6.	Walker	1	Pieces	Yes
7.	One-Handed Keyboard	1	Pieces	Yes
8.	Pencil Gripper	1	Pieces	Yes
9.	Automatic Page Turner	1	Pieces	
10.	Grab Bars	1	Pieces	Yes
11.	Speech to Text software	1	Pieces	Yes

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Computer/Laptop
2. Projector
3. Whiteboard
4. Marker
5. Worktable

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)
NA	NA	NA	NA	NA	NA	NA	NA

Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
	100	100	30	30	100	100

Data to be provided year-wise for next 3 years

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

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

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.

Content availability for previous versions of qualifications:

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

Languages in which Content is available:

Annexure: Blended Learning**Blended Learning Estimated Ratio & Recommended Tools:*****Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:***

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	☐ Theory/ Lectures - Imparting theoretical and conceptual knowledge	NA	NA
2	☐ Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	NA	NA
3	☐ Showing Practical Demonstrations to the learners	NA	NA
4	☐ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	NA	NA
5	☐ Tutorials/ Assignments/ Drill/ Practice	NA	NA
6	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations	NA	NA
7	☐ On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	NA	NA

Annexure 3 : Detailed Assessment Criteria

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

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Assemble a HPT and demonstrate its function	10	24	2	4
PC1. check availability of standardized components/ fittings and the tools & equipment required for assembly	2	4	-	-
PC2. carry out fixing of Pedal crank and brake assembly	2	4	-	-
PC3. carry out sub assembly of components of the HPT	3	6	-	1
PC4. carry out final assembly of HPT as per the manufacturer's instructions	3	6	2	1
PC5. demonstrate the function of the HPT	-	4	-	2
Maintenance and repair of HPT	12	24	4	3
PC6. identify the problems in the HPT	3	4	-	1
PC7. select, calibrate, and use the appropriate tools and equipment for the repair for HPT	3	4	2	-
PC8. carry out the realignment of the panels and components	2	4	2	1

PC9. adjust the braking system	2	4	-	-
PC10. perform alignment of wheels	2	4	-	-
PC11. inflate tyres and complete lubrication of operating mechanisms	-	4	-	1
PC12. inspect functioning of repaired HPT after completion of work and conduct a test drive	-	-	-	-
NOS Total	22	48	6	7
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Assemble a folding wheelchair and demonstrate its function	20	40	6	3
PC1. check for availability of all the components of folding wheelchair as per specified standards	2	4	-	-
PC2. check for availability of the required tools, equipment and hardware fittings for assembly	2	4	-	-
PC3. carry out fitting of strip folding and its fasteners on a wheelchair	2	4	-	1
PC4. assemble the cloth guard using the side frame and self tapping screw	2	4	-	-
PC5. carry out the fixing of side frame assembly with strip holding	2	4	-	1
PC6. fit the rim assembly, axle and mount the tyres	2	4	2	-
PC7. fix the castor wheel with stem, fork and plate bearings	2	4	2	-

PC8. carry out seat and back rest assembly with appropriate self-tapping screw	2	4	-	-
PC9. assemble the foot rest along with rubber pad	2	4	2	-
PC10. demonstrate functioning of the folding wheelchair	2	4	-	1
Maintenance and repair of the folding wheelchair	9	12	2	2
PC11. identify the problems in the folding wheelchair	2	2	-	1
PC12. select, calibrate and use the appropriate tools and equipment for repair	2	2	-	1
PC13. replace parts of the wheelchair, if required	2	2	2	-
PC14. repair different parts of the wheelchair such as cloud guard, strip etc; as per requirement	1	2	-	-
PC15. check proper alignment of the wheels and correct any errors as per the procedure	2	2	-	-
PC16. adjust the foot rest, seat and backrest assembly	-	2	-	-
PC17. check for smooth functioning of the wheelchair after completion of work	-	-	-	-
NOS Total	29	52	8	5
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Assemble the battery-operated motorized tricycle/wheelchair and demonstrate its function	8	16	8	4
PC1. assemble the various components of the battery-operated motorized tricycle/ wheelchair such as controller, accelerator, headlights, seat, and wheels	2	4	2	2

PC2. check that the motorized tricycle/ wheelchair is fully charged using the digital multi-meter	2	4	2	-
PC3. follow the do's and don'ts of using the tricycle/ wheelchair	2	4	2	-
PC4. demonstrate the functioning of the battery – operated motorized tricycle	2	4	2	2
Maintenance and repair of the battery-operated motorized tricycle/ wheelchair	14	26	7	9
PC5. employ a check of the battery status indicator	2	2	-	-
PC6. verify speed of the vehicle for any changes (if slowed)	2	2	-	2
PC7. check for lack of movement or emanating sounds after acceleration is applied	2	2	-	2
PC8. check horn, light and indicator	1	3	-	-
PC9. carry out repair or replacement of components, if required	1	4	2	1
PC10. select, calibrate and use the appropriate tools and equipment for repair	2	4	2	1
PC11. check the battery and replace, if required	2	3	2	1
PC12. inspect the motor for any physical damage or any loose or wrong connections	1	4	1	1
PC13. seek assistance for any defects, that are outside the scope of personal capabilities	1	2	-	1
PC14. carry out reassembly of battery-operated motorized tricycle after repairing/replacing	-	-	-	-
NOS Total	22	42	15	13

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Maintain and repair hearing aids (Digital)	11	18	4	4
PC1. select and use electronic tools (like multimeters, soldering equipment etc.) to repair electronic circuits and systems	3	4	2	2
PC2. select and use the appropriate method for repair of the hearing aids (Digital)	3	4	-	-
PC3. carry out maintenance of the hearing aid, if required (for e.g. clean the hearing aid, replace the battery or tube etc.)	2	6	2	2
PC4. seek assistance for any defects outside the scope of personal capabilities	3	4	-	-
PC5. carry out reassembly of the components of the hearing aid after repair/replacement and check for proper functioning	-	-	-	-
NOS Total	11	18	4	4
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Work effectively with colleagues and superiors	14	26	-	5
PC1. follow job order and instructions received from reporting superior	1	3	-	-
PC2. deliver quality work and report reasons for delay	2	2	-	-
PC3. escalate unresolved problems or complaints to the relevant senior	1	2	-	-
PC4. incorporate feedback to improve the performance	2	2	-	-
PC5. trust, support and respect to colleagues and superiors	2	3	-	-

PC6. seek assistance from colleagues and superior when required	2	2	-	-
PC7. follow workplace etiquette while interacting with colleagues and superiors e.g., polite language, disciplined	2	3	-	-
PC8. offer friendly, courteous and hospitable service to others	-	3	-	-
PC9. provide assistance whenever required with a sincere attitude	-	2	-	-
PC10. use standard phrases in appropriate situations	2	2	-	-
PC11. avoid interrupting others while they talk	-	2	-	-
Practice inclusive behaviour	6	4	-	5
PC12. use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive	3	2	-	-
PC13. report incidents of harassment and discrimination to appropriate authority	3	2	-	-
Digital Literacy	6	8	-	-
PC14. operate and use common features of phones/smartphones correctly Operate: Start and shutdown, securing a device, charging the device, manage files and folders, apps, Use messaging service to send and receive messages, delete messages/files for restoring memory Common phone feature: Clock, calculator, calendar, alarm, radio, camera	2	2	-	-
PC15. follow effective safety and security measures related to information sharing on digital devices and platforms	1	-	-	-

PC16. connect with the internet on the phone, using the phone or other available network through Bluetooth, Wi-Fi, etc.	1	2	-	-
PC17. use relevant and common social media platforms and their basic features	1	2	-	-
PC18. create a personal email account, send and process received messages as per requirement	1	2	-	-
NOS Total	26	38	-	10
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Maintain personal and workplace hygiene	8	10	-	-
PC1. wash and sanitize hands at regular intervals using hand wash and alcohol-based sanitizers	2	4	-	-
PC2. clean the workplace with an appropriate cleaning solution and disinfectants as recommended	1	2	-	-
PC3. sanitize all tools and equipment requiring touch points at regular intervals	1	2	-	-
PC4. check that the trash cans are cleared regularly following the cleanliness and maintenance schedule	1	-	-	-
PC5. use appropriate Personal Protective Equipment (headwear, glasses, goggles, footwear etc.) considering the task to be performed and the working environment	1	2	-	-
PC6. maintain personal hygiene by brushing teeth regularly, wearing clean clothes, following a healthy diet etc	2	-	-	-
Take precautionary health measures	2	6	-	-

PC7. attend regular health check-ups organized by the management	-	2	-	-
PC8. report personal health issues related to injury, food, air and infectious disease	1	2	-	-
PC9. report to the concerned authority in case any coworker is unwell	1	2	-	-
Follow standard safety procedure	3	6	-	-
PC10. follow safety procedures while handling materials, tools, equipment etc	1	2	-	-
PC11. follow first aid procedures appropriately	1	2	-	-
PC12. identify hazards at the workplace and report to the concerned person in time	1	2	-	-
Follow effective waste management	7	8	-	-
PC13. identify and segregate recyclable, non- recyclable and hazardous waste at workplace	2	-	-	-
PC14. segregate waste into different coloured dustbins	-	2	-	-
PC15. recycle waste wherever applicable	1	2	-	-
PC16. dispose off the waste as per the prescribed standards	2	2	-	-
PC17. dispose off PPEs in a plastic bag, sealed and labelled as infectious waste	2	2	-	-
NOS Total	20	30	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Identify and assess Entrepreneurial opportunity	14	20	-	-

PC1. identify different types of Entrepreneurship and EnterprisesFor-Profit/Business Entrepreneurship, Social Entrepreneurship, etc.Types of firms/types of Enterprises - Small, Medium, Large	2	4	-	-
PC2. use various techniques and approaches to discover opportunities for potential business	4	4	-	-
PC3. develop and assess ideas and opportunities for potential viable business, suited to own capabilities	4	6	-	-
PC4. undertake competition analysis to assess business opportunities	4	6	-	-
Develop a Basic Rudimentary Business Plan	22	36	-	-
PC5. create a basic, rudimentary business plan involving 4 Ps of marketing - product, price, place, & promotion	4	6	-	-
PC6. research and identify sources of funding for the proposed businessSources: eg. formal schemes, loans and micro-loans, personal borrowings, etc.	4	6	-	-
PC7. identify risks related to the business and develop plans to minimize risk	4	6	-	-
PC8. identify regulatory/statutory and other rules or guidelines applicable to proposed line of business and include in the basic business plan	4	6	-	-
PC9. develop a resource plan for the business and estimate costs for the same Resources: eg. human resources, raw materials, machinery, equipment and tools	2	4	-	-
PC10. define customer base, key value proposition and targeted customer	2	4	-	-

experience				
PC11. use success and failure stories of other Entrepreneurs and ventures to extract relevant lessons for self-development as an Entrepreneur	2	4	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Use effective approaches to acquire knowledge and develop skills for Entrepreneurship	4	4	-	-
PC12. identify avenues for relevant skills and knowledge development for oneself, in preparation for entrepreneurial activity	2	2	-	-
PC13. identify personnel who can support own development, by providing guidance and feedback	2	2	-	-
NOS Total	40	60	-	-

Annexure 4: Assessment Strategy

Assessment Strategy of SCPwD Pre-Assessment Phase-

1. Batch allocated to the Assessment Agency by SCPwD through Portal/ Email.
2. Assessment Agency to connect with Training Provider and communicate/confirm the date of assessment through email.
3. Assessment Agency to share requisite lab infrastructure & checklist with TP and discuss about the availability through email.
4. Assessment Agency aligns the Assessor for the assessment (Assessor should be Dual Certified by the Domain SSC as well as SCPwD, and the certification should be valid).
5. Prepare the Assessment link, formats and share with the Assessor over an email.
6. Share the Assessment demo link with the Training Partner over an email

Assessment Phase-

1. The Assessor verifies the identity and disability through Aadhar Card and Disability Certificate and reports to SCPwD in- case of any discrepancy [In case of J&K and NE Voter ID & Pan Card also allowed for Candidates Identification].
2. The candidates are briefed on the assessment process (Prior to starting of the assessment).
3. The Assessor verifies the lab equipment and reports to SCPwD in-case of any variance.
4. Post validation of photo Id proof for each candidate, attendance of candidate is captured according to the scheme's requirement. i.e., under PMKVY, attendance of the candidates is captured through Aadhar Enabled Assessor Application, however, under other schemes candidates sign the attendance sheet.
5. The candidates attempt the assessment on TAB/Computer System.
6. The Assessor takes the photos and videos of respective activities and completes the documentation formalities.
7. Post Assessment Phase-
 1. The Assessment Agency prepares the result based on responses captured in the server.
 2. The Assessment Agency shares the result with SCPwD in the prescribe

Annexure 5:Acronym and Glossary

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
HPT	Hand Propelled Tricycle

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.

Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
Sector	Sector is a conglomeration of different business operations having similar business and interests.