

QUALIFICATION FILE

Indian Sign Language Interpreter (Divyangjan)

- ☒ 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: 4

Submitted By:

Skill Council for Persons with Disability
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Section 1: Basic Details

1.	Qualification Name	Indian Sign Language Interpreter										
2.	Sector/s	Persons with Disability										
3.	Type of Qualification: ☐ New ☒ Revised ☐ Has Electives/Options ☐ OEM	NQR Code & version of existing/previous qualification: QG-04-PWD-01712-2023-V1.1-SCPWD V1.0	Qualification Name of existing/previous version: Indian Sign Language Interpreter V1.0									
4.	a. OEM Name b. Qualification Name (Wherever applicable)	NA										
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-04-PD-046312025-V2-SCPWD	6. NCrF/NSQF Level: 4									
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	The individual is responsible for facilitating the basic communicative needs of deaf persons in different situations e.g., in school between teacher and deaf student. The course will enable the professionals of various sectors such as Medical, Banking, Legal, Technical, Academic, Accounts, transport, etc., to facilitate the basic communication need of deaf and to extend their services to the deaf.										
9.	Eligibility Criteria for Entry for Studllent/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>3 Year Diploma (After 10th)</td> <td>6 month of experience</td> </tr> <tr> <td>2</td> <td>12th Class Pass or equivalent</td> <td>6 month of experience</td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	3 Year Diploma (After 10th)	6 month of experience	2	12th Class Pass or equivalent	6 month of experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)										
1	3 Year Diploma (After 10th)	6 month of experience										
2	12th Class Pass or equivalent	6 month of experience										

		3	10th Class Pass	3 years of experience			
		4	Previous relevant Qualification of NSQF Level 3	3 years of experience			
		5	3 Year Diploma (After 10th)	No experience in addition to Notional Hours, OJT of 2 months			
		6	12th Class Pass or equivalent	No experience in addition to Notional Hours, OJT of 2 months			
		7	10th Class Pass or equivalent	No experience in addition to Notional Hours, OJT of 12 months			
		8	Previous relevant Qualification of NSQF Level 3	No experience in addition to Notional Hours, OJT of 12 months			
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	16	11. Common Cost Norm Category (I/II/III) (wherever applicable)-II				
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	Not applicable					
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	☐ Offline ☐ Online ☒ Blended					
		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)
		Classroom (online)	150 (Including ES 70)				490
		Offline		280	60	-	
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015 -2352.0200/ 2353					
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Vertical progression- Trainer -PwD (PWD/Q0101), Horizontal Progression- Recruitment Executive-HR (MEP/Q0702)					
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	English					

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:	
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 (Specify the NOS/Module which covers it)	☒ 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 (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	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: 7/10/2025	24. Validity Duration: 3 Years	25. Next Review Date : 7/10/2028

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.	Orient to the basics of Indian Sign Language	PWD/N0111 V1.0	Core	4	2	40	20	-	-	60	5	35	-	-	40	10
2.	Use Indian Sign Language level 1 to communicate	PWD/N0112 V1.0	Core	4	3	10	80	-	-	90	6	34	-	-	40	20
3.	Use Indian Sign Language level 2 to communicate	PWD/N0113 V1.0	Core	4	3	10	80	-	-	90	6	34	-	-	40	20
4.	Use Indian Sign Language level 3 to communicate	PWD/N0114 V1.0	Core	4	3	10	80	-	-	90	5	35	-	-	40	20

5.	Follow health, safety and hygiene practices	PWD/N9901 V1.0	Core	4	0.5	5	10	-	-	15	20	30	-	-	50	10
6.	Communicate with others	PWD/N9902 V1.0	Core	4	0.5	5	10	-	-	15	26	38	-	10	74	10
7.	Employability Skills for Persons with Disabilities (70 hours)	PWD/N0501 V1.0	Non-core	4	2	70	-	-	-	70	40	60	-	-	100	10
8.	OJT	-	Core	4	2	-	-	60	-	60	-	-	-	-	-	-
Duration (in Hours) / Total Marks			-		16	150	280	60	-	490	108	266	-	10	384	100

Assessment - Minimum Qualifying Percentage

Please specify any one of the following:

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

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

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Trainer Prerequisites						
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
3.	Tools and Equipment Required for the Training			Years	Specialization	Years	Specialization	
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	Senior Secondary12th pass with DISLIC Level certified/DTISL (Deaf)	Indian Sign Language	3	Indian sign Language teaching/research	2	Sign Language Teaching	Two Deaf Instructors are required for teaching practicalclasses (ISL Proficiency test will be included in the selection process)
		a) DISLI/C Levelcertified a) with any master degree (The trainer with B.Ed., (HI) / M.Ed., (HI) will be given preference)	Deaf Education & Indian Sign Language	4	Deaf Education teaching /research	2	Teaching DISLI /DTISL	One Assistant Professor for teaching Theoryclasses

		Graduate with DISLI/C level certified	Sign Language Interpreting	2	Sign Language Interpreting	2	DISLI/DTI SL class room Interpretation/ educational interpreting	One Sign Language Interpreter (ISL Proficiency test will be included in the selection process)
Trainer Certification								
Domain Certification					Platform Certification			
Certified ToA for Job Role: Facilitating basic communicative need of the hearing-impaired persons mapped to QP: "PWD/Q0103, v2.0". Minimum accepted score as per SSC guidelines is 70%.					Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601" with scoring of minimum 80%.		The Inclusive Trainer should be certified in Disability Specific Top Up Training/ PWD/Q0101, v1.0 Trainer- PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.	

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	
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable	Senior Secondary 12th pass with DISLI C Level certified / DTISL (Deaf)	Indian Sign Language	3	Indian sign Language teaching/ research	2	Sign Language Teaching & Evaluation (External Examiner for DISLI and DTISL)	Two Deaf Instructors are required (ISL Proficiency test will be included in the selection process)
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable							
4.	Assessment Mode (Specify the assessment mode)							

5.	Tools and Equipment Required for Assessment	a) DISLI/C Levelcertified a) with any master degree (The trainer with B.Ed., (HI) / M.Ed., (HI) will be given preference)	Deaf Education & Indian Sign Language	4	Deaf Education teaching /research	2	Teaching DISLI /DTISL	One Assistant Professor
Assessor Certification								
Domain Certification			Platform Certification					
Certified ToA for Job Role: Facilitating basic communicative need of the hearing-impaired persons mapped to QP: PWD/Q0103, v2.0". Minimum accepted score as per SSC guidelines is 80%.			Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701" with scoring of minimum 80%.			The Inclusive Assessor should be certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.		

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): N/A
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): N/A
3.	Government /Industry initiatives/ requirement (Yes/No): N/A
4.	Number of Industry validation provided: Yes
5.	Estimated nos. of persons to be trained and employed:150
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: Yes If "No", why: Yes Attached

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
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Annexure 2-Tools and Equipment
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	Annexure 3
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	Yes
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is "Blended Learning")</i>	Yes
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>)	NA
8.	Supporting Document: Model Curriculum (<i>Mandatory – Public view</i>)	<i>Model Curriculum- Indian Sign Language Interpreter (Divyangjan)</i>
9.	Supporting Document: Career Progression (<i>Mandatory - Public view</i>)	Yes (As per Domain) – SCPwD being horizontal follows the same Career Progression
10.	Supporting Document: Occupational Map (<i>Mandatory</i>)	Yes (As per Domain) – SCPwD being horizontal follows the same Occupational Map
11.	Supporting Document: Assessment SOP (<i>Mandatory</i>)	NA (As per Domain)
12.	Any other document you wish to submit:	NA (As per Domain)

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	Person has to apply their knowledge of sign language while communicating with deaf people.	Since the job holder is expected to use the learnings of Sign Language regularly and independently while communicating with deaf people in routine or day to day activities so, can be placed at Level 4.	4
Professional knowledge	Vocabulary, Phrases related to school, work, academic, professional, legal terms. Basic grammar used to make sentences while communicating in sign language Culture, history, norms and ethics of sign	Since this role requires factual knowledge of Indian Sign Language and to use that knowledge in communication with deaf people, so the role qualifies for Level 4.	4

	language Rights and policies related to Persons with Disability		
Professional skill	communicate effectively with Deaf people using sign language maintain good relation with Deaf people greet and respond to Deaf people understand /interpret effectively the signs used by Deaf people while talking Maintain personal hygiene Practice inclusion at work	The job holder is expected to recall and demonstrate practical skill which is routine and repetitive in nature and apply it appropriately at the workplace. They should work effectively with colleagues and supervisors. They should have good communication skills.	4
Core skill	Communicate with deaf people using Indian Sign Language	The job holder should know how to communicate using Indian sign language	4
Responsibility	Take responsibility for his/her own work and learning.	The role holder is required to perform the work as per specifications and time. They are responsible for their own quality work and learning to ensure the conformance of given job requirements	4

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

S no	Equipment Name	Quantity for specified Batch size	Is this a mandatory Equipment to be available at the Training Center (Yes/No)
1	White board/ Black board	1	Yes
2	Marker / Chalk	1	Yes
3	duster	1	Yes
4	Laptop/ Computer	1	Yes
5	LCD Projector	1	Yes
6	Reference material	1	Yes
7	Indian sign language Dictionary /sign Videos	1	Yes
8	First aid box (sterile dressings, plasters, disposable sterile gloves, scissors, antiseptic wipes, thermometer)	1	Yes
9	Soaps	1	Yes
10	Hand Wash	1	Yes
11	sanitizers	1	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)
	SAI SWAYAM SOCIETY FOR THE HEARING IMPAIRED, H-338, Vikaspuri, New Delhi-110018	Meera Chetan Bhatia	CEO& Founder	SAI SWAYAM SOCIETY FOR THE HEARING IMPAIRED, H-338, Vikaspuri, New Delhi-110018	9873117855s	meera.bhatia009@gmail.com	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
2025-27	150					

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
2024-25		11	11	11		7	7	7		11	11	11	

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

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

- 1.
- 2.

Content availability for previous versions of qualifications:

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

Languages in which Content is available:

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

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
<i>Gain understanding of basic Indian Sign Language</i>	5	35	-	-
PC1. • use various means (such as tabbing tapping the shoulder, waving hands, blinking lights etc) to • catch attention of the deaf people	-	5	-	-
PC2. use basic greeting signs while communicating with deaf people	-	5	-	-
PC3. introduce yourself to deaf people using signs	-	5	-	-
PC4. practice different signs related to household, school terms, food terms etc.	-	5	-	-
PC5. identify difference between signs used in different situations. (Wishing birthdays, festival etc.)	1	5	-	-
PC6. analyse the difference between the myths and facts of sign language	2	5	-	-
PC7. analyse the development of sign language in India and the milestones achieved	2	5	-	-

NOS Total	5	35	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Communicate using Indian Sign Language	6	34	-	-
PC1. share information related to family members in sign language	1	4	-	-
PC2. use signs related to number, time and direction while communicating with Deaf people	-	5	-	-
PC3. use signs related to animals while communicating	-	4	-	-
PC4. • use signs related to government, administration and work-related terms while interacting with • Deaf people	2	10	-	-
PC5. share information using signs related to health condition and body parts	1	8	-	-
PC6. use and interpret nouns and pronouns while communicating in Indian Sign Language	2	3	-	-
NOS Total	6	34	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Communicate using Indian Sign Language	6	34	-	-
PC1. use alphabet signs while communicating with Deaf people	-	4	-	-
PC2. use signs related to money	-	5	-	-
PC3. use signs related to different measurements	-	5	-	-
PC4. use picture stories and basic dialogues while communicating in sign language	2	8	-	-

PC5. • interact with deaf using terms related to nature, weather, social life and transportation in • Indian Sign Language	2	6	-	-
PC6. use and interpret interrogatives, negation and verbs while communicating with Deaf people	2	6	-	-
NOS Total	6	34	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Communicate using Indian Sign Language	5	35	-	-
PC1. learn and practice signs related to school, medical, legal, designing, technical terms	2	10	-	-
PC2. communicate with Deaf people on the topics related to medial, academic, computer knowledge etc in sign language	1	15	-	-
PC3. use signs related to different setting like court, school, hospital, pharmacy etc. while communicating with Deaf people	2	10	-	-
NOS Total	5	35	-	-
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	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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
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	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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

Employability Skills for Persons with Disabilities (70 hours) PWD/N0501				
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	2	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
Constitutional values – Citizenship	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	-	-	-	-
Becoming a Professional in the 21st Century	2	3	-	-
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	-	-	-	-
Basic English Skills	6	9	-	-
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	-	-	-	-
Communication Skills	4	6	-	-
PC10. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC11. recognize how to eliminate barriers to effective communication	-	-	-	-
PC12. work collaboratively with others in a team	-	-	-	-
Essential Digital Skills	4	6	-	-
PC13. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-

PC14. use e- mail and social media platforms, search engines and virtual collaboration tools to work effectively	-	-	-	-
PC15. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
PC16. identify popular sites for learning & career growth	-	-	-	-
Diversity & Inclusion	1	2	-	-
PC17. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC18. explain business benefits of inclusive workplace	-	-	-	-
PC19. identify common barriers to Diversity & Inclusion	-	-	-	-
PC20. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
Financial and Legal Literacy	2	4	-	-
PC21. select financial institutions, products, and services as per requirement	-	-	-	-
PC22. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC23. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC24. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
Career Development & Goal Setting	4	6	-	-

PC25. understand the difference between job and career	-	-	-	-
PC26. prepare a career development plan with short- and long-term goals, based on aptitude, interest & explain steps involved in conducting a market scan	-	-	-	-
Customer Service	4	6	-	-
PC27. identify different types of customers	-	-	-	-
PC28. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC29. Elaborate types and importance of closing techniques during customer interface	-	-	-	-
Getting ready for apprenticeship & Jobs	4	6	-	-
PC30. follow appropriate hygiene and grooming standards	-	-	-	-
PC31. identify four stages of action to prepare for employment	-	-	-	-
PC32. identify common workplace solutions for better output	-	-	-	-
PC33. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC34. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC35. apply to identified job openings using offline /online methods as per requirement	-	-	-	-

PC36. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC37. evaluate failures and rejections for future opportunities	-	-	-	-
PC38. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
Disability Specific Skills	4	6	-	-
PC39. identify the requirements and challenges of employment in terms of one's limitations and strengths	-	-	-	-
PC40. apply four stages of action for employment	-	-	-	-
PC41. apply solutions for challenges associated with one's disability at workplace	-	-	-	-
PC42. discuss significance of workplace challenges for the Persons with Disability	-	-	-	-
PC43. describe importance and impact of independent functioning for a person with disability at home, work place or community at large	-	-	-	-
PC44. illustrate skills like independent mobility, note taking and communication.	-	-	-	-
PC45. discuss ways to break barriers with colleagues owing to one's disability	-	-	-	-
PC46. use positive language to communicate about one's disability and possible intervention	-	-	-	-
Entrepreneurship	2	4	-	-
PC47. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-

PC48. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC49. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
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.

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 prescribed format.

Annexure 5: Acronym and Glossary**Acronym**

Term	Description
QP	Qualification Pack
NSQF	National Skill Qualification Framework
NSQC	National Skill Qualification Committee
NOS	National Occupational Standards
SSC	Skill Sectors Council
TVET	Technical and Vocational Education and Training
PWD	Persons with Disability
IDE	Integrated Development Environment

Glossary

Term	Description
Key Learning Outcome	Key learning outcome is the statement of what the learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcomes is specified in terms of knowledge, understanding (theory) and skills (practical application).
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.
National Occupational Standards	National Occupational Standard specify the standard of performance an individual must achieve when carrying out a function in the workplace.
Persons with Disability	Persons with Disability are those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on equal basis with others.
Integrated Development Environment	An integrated development environment is a software application that provides comprehensive facilities to computer programmers for software development.