

QUALIFICATION FILE

Breast Screening Assistant - Medical Tactile Examination (Divyangjan)-VI

☒ 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
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	6
Section 3: Training Related	7
Section 4: Assessment Related	8
Section 5: Evidence of the need for the Qualification	8
Section 6: Annexure & Supporting Documents Check List	9
Annexure 1: Evidence of Level	9
Annexure 2: Tools and Equipment (Lab Set-Up)	14
Annexure 3: Detailed Assessment Criteria	16
Annexure 4: Assessment Strategy	25
Annexure 5: Acronym and Glossary	27

1.	Qualification Name	Breast Screening Assistant - Medical Tactile Examination (Divyangjan)-VI											
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.	OEM Name Qualification Name	NA											
5.	National Qualification Register (NQR) Code & Version	QG-04-PD-03680-2025-V1-SCPWD	6. NCrF/NSQF Level: 4										
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other)	Certificate											
8.	Brief Description of the Qualification	A Medical Tactile Examiner (MTEs) will assist the doctors in clinical breast examination and guide the client in self- breast examination as per the established guidelines.											
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>Grade 12th pass</td> <td>No experience</td> </tr> <tr> <td>2</td> <td>Grade 10th pass</td> <td>3 years relevant Experience</td> </tr> </tbody> </table>			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Grade 12th pass	No experience	2	Grade 10th pass	3 years relevant Experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)											
1	Grade 12th pass	No experience											
2	Grade 10th pass	3 years relevant Experience											
10.	Credits Assigned to this Qualification, Subject to Assessment	42	b. 11. Common Cost Norm Category (I/II/III) : I										
12.	Any Licensing requirements for Undertaking Training on This Qualification	NA											

[Type here]

[Type here]

[Type here]

13.	Training Duration by Modes of Training Delivery	☒ Offline ☐ Online ☐ Blended					
		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)
		Classroom (online)	415	375	480	NA	1270
		Offline					
14.	Aligned to NCO/ISCO Code/s	NCO-2015/2240.9900					
15.	Progression path after attaining the qualification	Senior Breast Screening Assistant (NSQF Level 4.5)					
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: Visual Impairment (VI - Blindness & Low Vision)					
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	☒ Yes ☐ No					

[Type here]

[Type here]

[Type here]

21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools ☐ Yes ☒ No Colleges ☒ Yes ☐ No	
22.	Name and Contact Details of Submitting / Awarding BodySPOC	Name: Mr. Ravindra Singh Email: ravindra.singh@scpwd.in Contact No.: 91-011-28085058-59 Website: scpwd.in	
23.	Final Approval Date by NSQC: 18-02-2025	24. Validity Duration: 3 Year	25. Next Review Date : 18-02-2028

Section 2: Module Summary

NOS/s of Qualifications

Mandatory NOS/s:

S.No.	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1	Carry out processes for Breast Examination	PWD/N7701 V1.0	Core	4	11	150	180	-	-	330	30	70	-	-	100	25
2	Record Medical Findings	PWD/N7702 V1.0	Core	4	6	80	100	-	-	180	40	60	-	-	100	25
3	Provide guidance of Self Breast Examination	PWD/N7703 V1.0	Core	4	5	90	60		-	150	40	60	-	-	100	20
4	Maintain Health and Safety at the Workplace	PWD/N7704 V1.0	Core	4	1	15	15	-	-	30	27	73	-	-	100	10
5	Create a Positive Impression at the Workplace	PWD/N7705 V1.0	Core	4	1	10	20	-	-	30	32	75	-	-	107	10
6	Employability Skills for Persons with Disabilities (70 hours)	PWD/N0501 V1.0	Non-Core	4	2	70	-	-		70	20	30	-	-	50	10
7	OJT Man		Core		16			480	-	480						10
Duration (in Hours) / Total Marks					42	415	375	480	-	1270	189	368	-	-	557	100

Assessment - Minimum Qualifying Percentage

Minimum Pass Percentage – Aggregate at qualification level: 80 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Elective NOS/s:

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.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Duration (in Hours) / Total Marks			-	-	-	-	-	-	-	-	-	-	-	-	-	-

Optional NOS/s

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.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Duration (in Hours) / Total Marks			-	-	-	-	-	-	-	-	-	-	-	-	-	-

Assessment - Minimum Qualifying Percentage

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

Minimum Pass Percentage – Aggregate at qualification level: 80 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 80 % (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)	Graduate (should have studied science till 12 th) with 2 years Industry Experience Specialization - Disability Preferable Remark: 1. Trainers should to be fully sighted 2. Age should be 22 years and above 3. Basic knowledge of Microsoft Office and Internet
2.	Master Trainer’s Qualification and experience in the relevant sector (in years)	Qualification of Master Trainer as prescribed by the Domain SSC (Persons with Disability) along with technical expertise and basics of assessing a PwD candidate
3.	Tools and Equipment Required for the Training	☒ Yes ☐ No
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector(in years)	a. Doctor (Gynecologist or Oncologist): M.B.B.S and M.S (General Surgeon) with at least 15 years of experience b. MTE Master Trainer from Germany: Post Graduate with at least 3 years of experience as MTE Trainer c. MTE Master Trainer from India: Post Graduate with at least 3 years of experience as MTE Trainer d. MTE Trainer from the concerned training center: Graduate (should have studied science till 12 th) with 2 years Industry/ Training Experience (Specialization: Disability Preferable)
2.	Proctor's Qualification and experience in relevant sector (in years)	NA
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)	MTE Master Trainer from India: Post Graduate with at least 3 years of experience as MTE Trainer
4.	Assessment Mode	Offline/Online
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☐ Yes ☐ No

Section 5: Evidence of the need for the Qualification

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): The Tactile Breast Examination training program brings together healthcare, women's empowerment, and social inclusion. It uses the unique skills of visually impaired women to address healthcare needs and promote a more inclusive approach to breast cancer detection and awareness.
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Breast cancer is the most common cancer in women, and if detected late, it can lead to higher mortality rates. In India, the denser breast tissue of women makes mammography less effective. Therefore, the introduction of tactile breast examinations by visually impaired women is a significant breakthrough. This manual method of examination, without machines, offers a practical way for early detection, which is essential for improving outcomes and reducing mortality rates from breast cancer in India.
3.	Government /Industry initiatives/ requirement (Yes/No):
4.	Number of Industry validation provided: numbers and validation: 7
5.	Estimated nos. of persons to be trained and employed: 8 -12
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: Y E S

Section 6: Annexure & Supporting Documents Check List

1.	Annexure 1: NCrf/NSQF level justification based on NCrf level/NSQF descriptors	Annexure 1-Evidence of level
2.	Annexure: List of tools and equipment relevant for qualification	Annexure 2-Tools and Equipment
3.	Annexure: Detailed Assessment Criteria	Annexure 3-Detailed Assessment Criteria (As per Domain)
4.	Annexure: Assessment Strategy	Annexure 4- Assessment Strategy
5.	Annexure: Blended Learning	Not recommended
6.	Annexure: Multiple Entry-Exit Details	NA
7.	Annexure: Acronym and Glossary	Yes
8.	Supporting Document: Model Curriculum	Model Curriculum- Breast Screening Assistant - Medical Tactile Examination (Divyangjan)-VI
9.	Supporting Document: Career Progression	Senior Medical Tactile Examiner
10.	Supporting Document: Occupational Map	
11.	Supporting Document: Assessment SOP	NA
12.	Any other document you wish to submit:	NO

Annexure1 : 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	• Comprehensive understanding of human anatomy and physiology, particularly breast anatomy, lymph nodes, and associated structures. • Knowledge of breast cancer pathology, common symptoms, early warning signs, and the importance of early detection. • Familiarity with healthcare protocols, clinical hygiene practices, and infection prevention measures. • Understanding of patient confidentiality, informed consent, and ethical behaviour in clinical settings. • Awareness of standard operating procedures in a medical examination room, including communication	The MTE must demonstrate knowledge of structured medical examination processes, follow clinical protocols, and understand theory behind tactile diagnostics.	4

	protocols with doctors and patients.		
Professional and Technical Skills/ Expertise/ Professional Knowledge	• Ability to perform a standardized tactile breast examination using the standardized technique to ensure accuracy and full coverage. • Skilled in using DOCOS for enhanced sensitivity and precision. • Accurate and consistent documentation of examination findings for medical review. • Capability to observe minor changes in tissue consistency or abnormalities through developed sensory skills. • Adherence to medical protocols, including pre-examination preparation, patient interaction, and post-examination reporting. • Maintains hygienic procedures and follows safety protocols during examinations • Works in coordination with	MTEs possess well-developed technical skills that are specific and guided by procedure, enabling them to carry out structured medical tasks using tactile ability.	4

	medical professionals and follows their instructions		
Employment Readiness & Entrepreneurship Skills & Mind set/Professional Skill	• Develops time management, discipline, and teamwork in clinical settings • Practices effective communication with patients and colleagues • Demonstrates confidence, empathy, and professionalism during patient interactions • Capable of adapting to various healthcare environments (hospitals, clinics, outreach camps)	The role promotes employment readiness by enhancing professionalism, communication, and patient engagement skills.	4
Broad Learning Outcomes/Core Skill	• Develops clarity in verbal communication and active listening • Builds patience, compassion, and respect for patient dignity • Fosters an understanding of confidentiality and medical responsibility • Gains confidence in performing clinical tasks independently • Learns to navigate hospital	These core competencies build independence, help in achieving long-term employability, and strengthen interpersonal and communication skills in a healthcare setting.	4

	settings and work respectfully with healthcare staff		
Responsibility	• Responsible for conducting thorough and accurate tactile breast examinations. • Maintains patient confidentiality and dignity throughout the screening process. • Follows safety protocols, hygiene standards, and ethical conduct consistently. • Collaborates with physicians by providing clear, reliable examination feedback and reports. • Manages own tasks and responsibilities within the healthcare team with minimal supervision.	MTEs perform their role with limited supervision but must be accountable for quality and accuracy in their findings, ensuring responsibility in a medical context.	4

Annexure 2: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: max 12 trainees

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Height adjustable bed	NA	2 units
2	Computer/ Laptop with JAWS/ NVDA	NA	8 units
3	Printer	NA	1 unit
4	Positioning Pillow	NA	8 units
5	Dustbin	NA	3 units
6	Sanitizer	NA	1000 ml
7	Organizing Tray	NA	8 units
8	Scissor	NA	8 units
9	Tissues	NA	4 boxes
10	Blanket	NA	4 units
11	Disposable sheets	NA	50 units
12	Braille Tape- DOCOS (Documentation and Orientation System)	NA	32 Rolls
13	Cell Tactile Hard Model	NA	1 unit
14	Heart Tactile Hard Model	NA	1 unit
15	Reproductive System Tactile Hard Model	NA	1 unit

16	Respiratory Tactile Hard Model	NA	1 unit
17	Skeleton Tactile Hard Model	NA	1 unit
18	Human Torso Tactile Hard Model	NA	1 unit
19	Human Muscle Body Tactile Hard Model	NA	1 unit
20	Skin Tactile Hard Model	NA	1 unit
21	Silicon Breast with Abnormalities	NA	1 unit
22	Female Dummy	NA	4 units
23	Battleship Mat	NA	8 units
24	Small Palpation Mat with abnormalities	NA	8 units
25	Medium Palpation Mat with abnormalities	NA	8 units
26	Large Palpation Mat with abnormalities	NA	8 units
27	Lumps with different shape, size and texture	NA	
28	8-Seater table	NA	1 unit
29	Non-Flexible chair (according to the height of the table)	NA	8 units
30	Cupboard with shelves	NA	2 units

Classroom Aids The aids required to conduct sessions in the classroom are:

- 1. Computer/Laptop
- 2. 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)
1	Medanta- The Medicity	Dr. Kanchan kaur	Senior Director, Breast Services	Medanta- The Medicity, CH Baktawar Singh Rd, Medicity, Islampur Colony, Sector 38, Gurugram, Haryana 122001	9910388933	kanchan.kaur@medanta.org	https://www.linkedin.com/in/drkanchankaur/
2	CK Birla Hospital	Dr. Mandeep Singh Malhotra	Director, Surgical Oncology	CK Birla Hospital, 57/41, West Punjabi Bagh, Punjabi Bagh, New Delhi, Delhi, 110026	8800468816	drmandy79@gmail.com	linkedin.com/in/dr-mandeep-singh-malhotra-4ba2721a1

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
2024	8	8	8	8	8	8
2025	10	10	10	10	10	10
2026	12	12	12	12	12	12

Data to be provided year-wise for next 3 years

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

Qualific ation Version	Year	Total Candidates				Women				People with Disability			
		Tra ine d	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
Setup the examination room	10	30	-	-
PC1. Equip the examination room with necessary tools and equipment for breast examinations.	6	20	-	-
PC2. Ensure a comfortable and private space for women undergoing examination.	4	10	-	-
Conduct Tactile Breast Examination	20	40	-	-
PC3. Explain the scope and objectives of the breast examination process to the client.	5	5	-	-
PC4. Follow the pre-established breast examination protocol and guidelines for the process.	3	10	-	-
PC5. Conduct clinical breast examinations (pasting of braille tape and thorough palpation).	10	20	-	-

PC6. Encourage women to participate in breast examinations.	2	5	-	-
NOS Total	30	70	-	-
Record Patient History Form	30	40	-	-
PC1. Fill the information in the patient history form	10	15	-	-
PC2. Capture screening details in excel	10	15	-	-
PC3. Record challenges & feedback	5	5	-	-
PC4. Record minutes for future reference	5	5	-	-
Record Medical Transcription	10	20	-	-
PC5. Record information in the identified device based on audio received (discussion between the Doctor and the Client)	3	6	-	-
PC6. Ensure that transcribed documents are completely free of typographical, spelling, and grammatical errors	4	10	-	-
PC7. Maintain confidentiality in recording /medical transcriptions as per the specified guidelines	3	4	-	-
NOS Total	40	60	-	-
Process of Self Breast Examination	40	60	-	-
PC1. Explain the process of self-breast examination to the client.	14	24	-	-
PC2. Identify areas that feel different from the surrounding breast tissue, noting their size, shape, and location.	13	18	-	-

PC3. Discuss common symptoms, including lumps, thickening, skin changes, nipple discharge, or pain, and be aware of their significance.	13	18	-	-
NOS Total	40	60	-	-
Maintain health and safety at the workplace	27	73	-	-
PC1. Set up and position the equipment/ tools/ machinery/ products etc. in the work area to meet legal, hygiene and safety requirements	3	7	-	-
PC2. Clean and sterilize all tools / machines/ equipment before use	3	7	-	-
PC3. Maintain one's posture and position to minimize fatigue and the risk of injury	3	7	-	-
PC4. Dispose waste materials (if applicable) in accordance to the industry accepted standards	2	10	-	-
PC5. Maintain first aid kit and keep oneself updated on the first aid procedures	3	12	-	-
PC6. Identify and document potential risks and hazards in the workplace	3	7	-	-
PC7. Accurately maintain accident reports	4	6	-	-
PC8. Report health and safety risks/ hazards to concerned personnel	3	7	-	-
PC9. Use machines, tools, equipment, chemicals and products in accordance with the organization's guidelines and manufacturer's instructions	3	10	-	-
NOS Total	27	73	-	-
Appearance and Behavior	11	23	-	-
PC1. Maintain good health and personal hygiene	2	6	-	-

PC2. Comply with Organisation's standards of grooming and personal behavior	6	3	-	-
PC3. Meet the organisation's standards of courtesy, behavior and efficiency	1	4	-	-
PC4. Stay free from intoxicants while on duty	1	5	-	-
PC5. Wear and carry organisations uniform and accessories correctly and smartly	1	5	-	-
Task execution as per organization's standards	8	18	-	-
PC6. Take appropriate and approved actions in line with instructions and guidelines	2	4	-	-
PC7. Record details related to tasks, as per procedure	2	3	-	-
PC8. Participate in workplace activities as a part of the larger team	1	4	-	-
PC9. Report to supervisor immediately in case there are any work issues	1	2	-	-
PC10. Use appropriate language, tone and gestures while interacting with guests from different cultural and religious backgrounds, age, disabilities and gender	2	5	-	-
Communication and Information record	13	34	-	-
PC11. Communicate procedure related information to guests based on the sectors code of practices and organisations procedures/ guidelines	2	5	-	-
PC12. Communicate role related information to stakeholders in a polite manner and resolve queries, if any	2	5	-	-
PC13. Assist and guide guests to services or products based on their needs	1	3	-	-

PC14. Report and record instances of aggressive/ unruly behavior and seek assistance	1	3	-	-
PC15. Use communication equipment (phone, email etc.) as mandated by the organization	1	3	-	-
PC16. Carry out routine documentation legibly and accurately in the desired format	1	3	-	-
PC17. File routine reports and feedback	1	3	-	-
PC18. Maintain confidentiality of information, as required, in the role	2	4	-	-
PC19. Communicate procedure related information to guests based on the sector's code of practices and organisation's procedures/ guidelines	2	5	-	-
NOS Total	32	75	-	-

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 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 Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.