

QUALIFICATION FILE

Editor (Divyangjan)- Visual Impairment (VI - Blindness & Low Vision)

☒ 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: **NSQF Level 4**

Submitted By:

Skill Council for Persons with Disability

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Section 1: Basic Details

1.	Qualification Name	Editor (Divyangjan)- Visual Impairment (VI - Blindness & Low Vision)										
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)											
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-04-PD-046302025-V1-SCPWD	6. NCrF/NSQF Level: 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	Individuals at this job need to understand, cut/ re-cut, assemble and merge production raw material (such as footage, music, sound and images) into a sequential final output suitable for broadcasting										
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1" style="margin-left: 40px;"> <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>Class XII</td> <td>one year of relevant experience</td> </tr> <tr> <td>2</td> <td>Class XII</td> <td>No experience- in addition to Notional Hours, OJT of 4 months</td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Class XII	one year of relevant experience	2	Class XII	No experience- in addition to Notional Hours, OJT of 4 months
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)										
1	Class XII	one year of relevant experience										
2	Class XII	No experience- in addition to Notional Hours, OJT of 4 months										
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	15	11. Common Cost Norm Category (I/II/III) (wherever applicable): II									
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>)	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)
		Classroom (online)	250 (including ES 70 hours)				800
		Offline		490	60		
14.	Aligned to NCO/ISCO Code/s (<i>if no code is available mention the same</i>)	NCO-2015/2641.0300					
15.	Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>)	Sr. Editor					
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:					
18.	Is the Job Role Amenable to Persons with Disability	☒ Yes ☐ No If "Yes", specify applicable type of Disability: Blindness/ Visual Impairment(VI)					
19.	How Participation of Women will be Encouraged	The Qualification is Agnostic of Gender					
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: 07/10/2025	24. Validity Duration: 4 Years, , one year beyond' the validity of the original qualifications of the domain SSCs			25. Next Review Date: 25/01/2028		

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/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.	Bridge Module (PwD)	PWD/M/VI/03 V1.0	Noncore	4	0	60	210			270	-	-	-	-	-	-
2.	Understand requirements and plan workflow	MES/N3501 V1.0	Core	4	3	30	80			110	30	70			100	25
3.	Manage equipment & material	MES/N3502 V1.0	Core	4	3	30	80			110	30	70			100	30
4.	Edit the production	MES/N1403 V1.0	Core	4	3	30	80			110	30	70			100	25
5.	Maintain Workplace Health and Safety	MES/N0104 V1.0	Non-Core	4	2	30	40			70	30	70			100	10
6.	Employability Skills for Persons with Disabilities (70 hours)	PWD/N0501 V1.0	Non-Core	4	2	70	00			70	20	30			50	10
7.	OJT		Core	4	2	00	00	60		60	40	60	0	0	100	10
Duration (in Hours) / Total Marks						15	250	490	60	800	180	370			500	100

Elective 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.																
Duration (in Hours) / Total Marks																

Optional 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.																
2.																
Duration (in Hours) / Total Marks																

Assessment - Minimum Qualifying Percentage

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

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

Minimum Pass Percentage – NOS/Module-wise: 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)	Minimum Educational Qualifications: Graduate Domain Certification: Certified for Job Role: "Editor" mapped to QP: "MES/Q1401", version 1.0. Minimum accepted score as per SSC guidelines is 80%. Platform Certification: Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "SSC/Q1402" with scoring of minimum 80%. Experience: The candidate should have a minimum of 3 years of work experience in the same job role. Candidate should be able to communicate in English and local language. Candidate should have knowledge of equipment, tools, material, Safety, Health & Hygiene. Disability Specific Top-up Module-The Inclusive Trainer should be certified by SCPwD with minimum qualifying score of 80% as per SCPwD guidelines in Disability Specific Top-up Training / QP of Trainer-PwD. A Diploma in Computer Education (Visual Impairment)-D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred..
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Minimum Educational Qualifications: Graduate Domain Certification: Certified for Job Role: "Editor" mapped to QP: "MES/Q1401", version 1.0. Minimum accepted score as per SSC guidelines is 80%.

		Platform Certification: Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "SSC/Q1402" with scoring of minimum 80%. Experience: The candidate should have a minimum of 5 years of work experience in the same job role. Candidate should be able to communicate in English and local language. Candidate should have knowledge of equipment, tools, material, Safety, Health & Hygiene.
3.	Tools and Equipment Required for Training	☒ Yes ☐ No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Minimum Educational Qualifications: Graduate Experience: The candidate should have a minimum of 3 years of work experience in the same job role. Candidate should be able to communicate in English and local language. Candidate should have knowledge of equipment, tools, material, Safety, Health & Hygiene.
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Post Graduate with 5 years of relevant work experience
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Minimum Educational Qualifications: Graduate Experience: The candidate should have a minimum of 5 years of work experience in the same job role. Candidate should be able to communicate in English and local language. Candidate should have knowledge of equipment, tools, material, Safety, Health & Hygiene.
4.	Assessment Mode (Specify the assessment mode)	Blended
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☐ Yes ☐ No (details to be provided in Annexure-if it is different for Assessment)

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): Yes (As per Domain)
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
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: 150
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: Yes If “No”, why:

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>	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 <i>(Mandatory – Public view)</i>	Editor (Divyangjan)- Visual Impairment (VI - Blindness & Low Vision)
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
12.	Any other document you wish to submit:	NA

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	1. Understand requirements and plan workflow 2. Manage equipment & material 3. Edit the production 4. Maintain workplace health and safety Description	Job holder needs to understand the postproduction requirements and plan the process and workflow. He should construct the approach and prepare and finalise the effort estimates and the work plan. Should prepare materials and equipment for the post production process, manage interim work products during post production and ensure work products are distribution/ exhibition ready as per the required technical specifications. He should edit the production and prepare the final output after editing. He should be able to cut production raw material and arrange them on a timeline to create a sequential output that meets production requirements. The job holder needs to understand the health, safety and security risks prevalent in the workplace and know the people responsible for maintaining health and safety, identify and report risks and comply with procedures in the event of an emergency.	Level 4
Professional and Technical Skills/ Expertise/ Professional Knowledge	1. Understand requirements and plan workflow 2. Manage equipment & material 3. Edit the production 4. Maintain workplace health and safety Description	Job holder must have a production vision and be clear about the objectives, expected outcomes and production channels; Postproduction objectives, expected outcomes and quality standards; the technical, budget and time constraints applicable; established data management and work flow systems and how to maintain quality control as production scales. Should understand Post-production	Level 4

		techniques that would apply to the current production; The equipment and specialized software required like Avid, Final Cut Pro, After- effects, Quantel, Smoke, Flame, 3DS Max and sound cleaning software. He should know how to install the latest software patch updates so as to improve the workflow, translate script requirements and postproduction objectives into a schedule that could cover the workflow, key activities, deliverables and timelines, the implications of each activity on time, materials, equipment, manpower and budget, the impact of each activity on the entire process workflow, optimize the output, based on the production need, estimate the cost and time it would take to keeping in mind the intended visual style, differentiate between a creative call and technical requirement, domestic and International postproduction best practices prevalent in the industry. He should know the applicable copyright norms and intellectual property rights. Should be aware of the applicable health and safety	
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	1. Understand requirements and plan workflow 2. Manage equipment & material 3. Edit the production 4. Maintain workplace health and safety Description	The job holder should be able to plan activities, workflow, resourcing and timelines in accordance to creative and technical requirements, use time management techniques and manage deadlines on time, work well in a fast paced environment; identify post production issues and find solutions to address them, have a keen eye for detail and maintain aesthetic sense towards the final output and appraise the quality for raw footage gathered to ensure that it is in line with the initial concept and quality standards. Should highlight any issues with the raw material and take steps to resolve them; identify and resolve equipment issues. He should be aware of editing theories, conventions and techniques of video	Level 4

		editing, editing processes, merging and synchronising techniques, basis of editing and principles of continuity, raw material selection, sequencing of material, editing software and fact based information, live editing, domestic and international post production practices, save interim and final deliverables, format implications, appropriate modifications and applicable health and safety guidelines.	
Broad Learning Outcomes/Core Skill	1. Understand requirements and plan workflow 2. Manage equipment & material 3. Edit the production 4. Maintain workplace health and safety Description	An Editor should know and understand how to document post production requirements, decisions on the process involved, the project work plan, machine and software guidelines and other relevant areas. He should read and understand the script and determine requirements, emerging post production techniques, user manuals and tastes and preferences of the target audience and the market where the end product intends to be distributed. He should understand the director's creative vision and communicate with the team members, relay instructions, collaborate and resolve team issues. Read and understand the user and technical specifications gather and watch raw footage and references of work products and productions that could provide ideas and help conceptualise post production possibilities; discuss problems with the footage and solicit suggestions for resolving them	Level 4

Responsibility	1. Understand requirements and plan workflow 2. Manage equipment & material 3. Edit the production 4. Maintain workplace health and safety Description	The job holder needs to understand the director's vision, creative and technical requirements and expectations in terms of quality of deliverables and timelines; understand the way the story needs to be conveyed including the emotional graph, grammar of the	Level 4
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		scene, motivational scenes and need for transitions. Should determine key postproduction processes that would be involved to produce the desired outcome and chart-out the process workflow, and break down the work flow into tasks that can be performed on a daily basis; translate expectations into effort estimates for each process and prepare a work plan with respect to the time line, budget and technical viability. He should gather raw footage and select relevant materials, ingest the footage and keep the software ready for use; save back-ups for interim work products; ensure final products are prepared in appropriate file formats and medium and clear logs and keep the equipment ready for use. The editor should be able to visualise the flow of story idea, evaluate and select raw material, manage video, sound and image assets effectively, maintain accurate	
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Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Video Camera		2
2	Adobe Premiere Or Any Video Editing Software		15
3	2.1 Multimedia Speakers		1
4	Headphones		15
5	80/90 Inches Short Throw Projector		1
6	High End Graphics Computer With Single Monitor		15

7	Optical Character Recognition (OCR)		1
8	Clear View+ Speech		1
9	Zoom Ex		1
10	Kurzweil		1
11	ABBY Fine Reader		1
12	Tesseract		1
13	Non-Visual Desktop Access (NVDA)		1
14	Job Access with Speech (JAWS)		1
15	DAISY players DAISY (Digital Accessible Information System)		1
16	Braille slates and stylus		1
17	Brallier typewriter		1

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptops
2. Whiteboards and markers
3. Projector
4. Screen
5. Stationery

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
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
2024-2025	50	50	30	30	50	50
2025-2026	50	50	30	30	50	50
2026-2027	50	50	30	30	50	50

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.
2.

Content availability for previous versions of qualifications:

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

Languages in which Content is available:

NA

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: Detailed Assessment Criteria

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

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MES/N1401 (Understand requirements and plan workflow)	PC1. Understand the Directors vision, creative and technical requirements and expectations in terms of deliverables and timelines	6	14		
	PC2. Understand the way the story needs to be conveyed including the emotional graph, grammar of the scene, motivational points and need for transitions	6	14		
	PC3. Determine key post-production processes that would be involved to produce the desired outcome and chart-out the process workflow (Supervisor)	6	14		

	PC4. Break-down the workflow into tasks that can be performed on a daily basis	6	14		
	PC5. Translate expectations into effort estimates for each process and prepare a work plan, keeping in mind the impact on the production budget, timelines and technical viability (Supervisor)	6	14		
	Total Marks	30	70		
MES/N1402 (Manage equipment & material)	PC1. Gather raw footage/material and select relevant material that can be used for post-production	11	29		
	PC2. Ingest the footage/keep the material ready for the post-production process	8	17		
	PC3. Ensure software/equipment is ready for use (e.g. Final Cut Pro, Avid, After-Effects and sound cleaning software)	3	7		
	PC4. Save back-ups for interim work-products in the appropriate file formats	3	7		
	PC5. Ensure final work-products are prepared in appropriate file formats (mp4, avi, wmv, mpg, mov etc.) And appropriate medium (DVD, film, tape, digital etc.) Compatible with intended distribution/exhibition mediums	3	7		
	PC6. Clear logs/data and keep the software and equipment ready for future use	2	3		
	Total Marks	30	70		
MES/ N 1403 (Edit the production)	PC1. Visualise the flow of the story idea and conceptualise possibilities	8	17		
	PC2. Evaluate and select the production raw material (raw camera footage, dialogue, sound effects, graphics, special effects etc.) That can be used to create the required flow	6	14		
	PC3. Manage video, sound and image assets effectively, maintaining accurate and up-to-date logs, audio track breakdowns and sound tracks.	6	14		
	PC4. Cut, sequence and merge the material using digital software to create an output that meets guidelines and has the required attributes (pace, direction, style, mood, impact etc.) That would appeal to the target audience	4	11		
	PC5. Prepare a rough cut to ensure the required standards for the deliverable are adhered to	3	7		
	PC6. Ensure continuity in the final output	3	7		

	Total Marks	30	70		
MES/N0104 (Maintain workplace health and safety)	PC1. Understand and comply with the organisation's current health, safety and security policies and procedures	3	7		
	PC2. Understand the safe working practices pertaining to own occupation	3	7		
	PC3. Understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises	2	3		
	PC4. Participate in organization health and safety knowledge sessions and drills	2	3		
	PC5. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	2	8		
	PC6. Identify security signals e.g. Fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	3	7		
	PC7. Identify aspects of your workplace that could cause potential risk to own and others health and safety	3	7		
	PC8. Ensure own personal health and safety, and that of others in the workplace through precautionary measures	3	7		
	PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person	2	3		
	PC10. Report any hazards outside the individual's authority to the relevant person in line with organizational procedures and warn other people who may be affected	3	7		
	PC11. Follow organization's emergency procedures for accidents, fires or any other natural calamity in case of a hazard	2	8		
	PC12. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority	2	3		
	Total Marks	30	70		

PWD/N0501 - Employability Skills for Persons with Disabilities (70 hours)				
<i>Introduction to Employability Skills</i>	2	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	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	-	-	-	-
<i>Basic English Skills</i>	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	-	-	-	-
<i>Communication Skills</i>	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	-	-	-	-
<i>Essential Digital Skills</i>	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	-	-	-	-
<i>Diversity & Inclusion</i>	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	-	-	-	-
<i>Financial and Legal Literacy</i>	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	-	-	-	-
<i>Career Development & Goal Setting</i>	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	-	-	-	-
<i>Customer Service</i>	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	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	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	-	-	-	-
<i>Disability Specific Skills</i>	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	-	-	-	-
<i>Entrepreneurship</i>	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: 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 prescribe

Annexure: Acronym and Glossary

Acronym

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

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf