



# Model Curriculum

QP Name: Agarbatti Maker (Divyangjan)

QP Code: PWD/HCS/Q7901

QP Version: 4.0

NSQF Level: 3

Model Curriculum Version: 1.0

Expository: Speech and Hearing Impairment (E004)

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## Training Parameters

<b>Sector</b>	<b>Handicrafts and Carpet</b>
<b>Sub-Sector</b>	Handicraft (Products)
<b>Occupation</b>	Agarbatti Making and Finishing
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/8131.8800
<b>Minimum Educational Qualification and Experience</b>	<p>10th Grade pass OR Grade 9 with one year of experience OR Grade 8 with two year of (NTC/ NAC) after 8 th OR 8th grade pass with 2 year relevant Experience OR Grade 8 pass and pursuing continuous schooling in regular school with vocational subject OR 5th grade pass with 5 year relevant Experience OR Previous relevant Qualification of NSQF Level 2 with 3 year relevant Experience</p> <p>8th Grade pass with no experience /In addition to Notional hours OJT/internship of 8 months</p> <p>5th grade pass with no experience / In addition to Notional hours OJT/internship of 20 months Previous relevant Qualification of NSQF Level 2 with no experience- additional OJT of 12 months</p>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	16 Years
<b>Last Reviewed On</b>	27/01/2022
<b>Next Review Date</b>	27/01/2027
<b>NSQC Approval Date</b>	3/5/2023
<b>QP Version</b>	4.0
<b>Model Curriculum Creation Date</b>	27/01/2022

<b>Model Curriculum Valid Up to Date</b>	27/01/2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	570 Hrs
<b>Maximum Duration of the Course</b>	660 Hrs

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- introduction to handicrafts (agarbatti) industry in india
- carry out processing of raw materials
- carry out rolling of agarbatti & post rolling operation
- contribute to achieve quality in hand rolled agarbatti making
- carry out sorting, counting and weighing of perfumed agarbatti
- carry out packaging of perfumed agarbattis
- contribute to achieve quality in packaging of perfumed agarbattis
- working in a team
- maintain work area and tools
- maintain health, safety and security at workplace
- discuss employability skills

### Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and ModuleDetails	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module (PwD)</b>	<b>60:00</b>	<b>30:00</b>	<b>00:00</b>	<b>00:00</b>	<b>90:00</b>
Module 1: Learn Basic Indian Sign Language (ISL) Bridge Module (PwD)	15:00	12:00	00:00	00:00	27:00
Module 2: Use Basic English Bridge Module (PwD)	27:00	12:00	00:00	00:00	39:00
Module 3: Personal and Social Skill Bridge Module (PwD)	09:00	03:00	00:00	00:00	12:00
Module 4: Professional & Ethical Behavior in the Workplace Bridge Module (PwD)	09:00	03:00	00:00	00:00	12:00
<b>HCS/N7901: Carry out processing of raw materials NOS Version No.3.0</b>	<b>20:00</b>	<b>100:00</b>	<b>NA</b>	<b>00:00</b>	<b>120:00</b>

<b>NSQF Level 3</b>					
Module 5 Introduction to Handicrafts (Agarbatti) Industry in India	<b>10:00</b>	<b>00:00</b>	<b>NA</b>	<b>NA</b>	<b>10:00</b>
Module 6: Carry out processing of raw materials	<b>10:00</b>	<b>100:00</b>	<b>NA</b>	<b>00:00</b>	<b>110:00</b>
<b>HCS/N7902:</b> <b>Carry out rolling of agarbatti &amp; post rolling operation</b> <b>NOS Version No.3.0</b> <b>NSQF Level 3</b>	<b>20:00</b>	<b>40:00</b>	<b>NA</b>	<b>00:00</b>	<b>60:00</b>
Module 7: Carry out rolling of agarbatti & post rolling operation	<b>20:00</b>	<b>40:00</b>	<b>NA</b>	<b>00:00</b>	<b>60:00</b>
<b>HCS/N7903:</b> <b>Contribute to achieve quality in hand rolled agarbatti making</b> <b>NOS Version No.3.0</b> <b>NSQF Level 3</b>	<b>20:00</b>	<b>40:00</b>	<b>NA</b>	<b>00:00</b>	<b>60:00</b>
Module 8: Contribute to achieve quality in hand rolled agarbatti making	<b>20:00</b>	<b>40:00</b>	<b>NA</b>	<b>00:00</b>	<b>60:00</b>
<b>HCS/N8004:</b> <b>Carry out sorting, counting and weighing of perfumed agarbatti</b> <b>NOS Version No.3.0</b> <b>NSQF Level 3</b>	<b>10:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>32:00</b>
Module 9: Carry out sorting, counting, and weighing of perfumed agarbatti	<b>10:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>32:00</b>
<b>HCS/N8005:</b> <b>Carry out packaging of perfumed agarbattis</b> <b>NOS Version No.3.0</b> <b>NSQF Level 3</b>	<b>10:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>31:00</b>
Module 10: Carry out packaging of perfumed agarbattis	<b>10:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>31:00</b>
<b>HCS/N8006:</b> <b>Contribute to achieve quality in packaging of perfumed agarbattis</b>	<b>10:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>30:00</b>

<b>NOS Version No.3.0</b> <b>NSQF Level 3</b>					
Module 11: Contributeto achieve quality in packaging of perfumed agarbattis	<b>10:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>30:00</b>
<b>HCS/N9908:</b> <b>Working in aTeam</b> <b>NOS Version No.2.0NSQF</b> <b>Level 3</b>	<b>10:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>30:00</b>
Module 12: Working in aTeam	<b>10:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>30:00</b>
<b>HCS/N9912:</b> <b>Maintain Work Area and</b> <b>Tools NOS VersionNo.2.0</b> <b>NSQF Level 3</b>	<b>10:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>30:00</b>
Module 13: MaintainWork Area and Tools	<b>10:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>30:00</b>
<b>HCS/N9913:</b> <b>Maintain health,safetyand</b> <b>security at workplace</b> <b>NOS Version No.3.0</b> <b>NSQF Level 3</b>	<b>10:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>30:00</b>
Module 14: Maintain health,safety, and security at workplace	<b>10:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>30:00</b>
<b>DGT/VSQ/N0102:</b> <b>Employability Skills NOS</b> <b>Version No.1.0</b> <b>NSQF Level 4</b>	<b>60:00</b>	<b>00:00</b>	<b>NA</b>	<b>00:00</b>	<b>60:00</b>
Module 15 Employability Skills	<b>60:00</b>	<b>00:00</b>	<b>NA</b>	<b>00:00</b>	<b>60:00</b>
<b>Introduction to Employability</b> <b>Skills</b>	1.5	0:00	0:00	0:00	1.5
<b>Constituti nal</b> <b>values –</b> <b>Citizenship</b>	1.5	0:00	0:00	0:00	1.5
<b>Becoming a</b> <b>Professional</b> <b>in the 21st</b> <b>Century</b>	2.5	0:00	0:00	0:00	2.5
<b>Basic English Skills</b>	10	0:00	0:00	0:00	10
<b>Career</b> <b>Development &amp;</b> <b>Goal Setting</b>	2	0:00	0:00	0:00	2

<b>Communication Skills</b>	5	0:00	0:00	0:00	5
<b>Diversity &amp; Inclusion</b>	2.5	0:00	0:00	0:00	2.5
<b>Financial and Legal Literacy</b>	5	0:00	0:00	0:00	5
<b>Essential Digital Skills</b>	10	0:00	0:00	0:00	10
<b>Entrepreneurship</b>	7	0:00	0:00	0:00	7
<b>Customer Service</b>	5	0:00	0:00	0:00	5
<b>Getting Ready for Apprenticeship &amp; Jobs</b>	8	0:00	0:00	0:00	8
<b>Total Duration</b>	<b>240:00</b>	<b>330:00</b>	<b>NA</b>	<b>90:00</b>	<b>660:00</b>



## Module Details

### Module 1: Learn Basic Indian Sign Language (ISL)

*Mapped to: Bridge Module*

#### Terminal Outcomes:

- Communicate using basic Indian Sign Language.

<b>Duration: 15:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the regional differences in signs used in Indian Sign Language.</li> <li>• Describe ways to greet and respond to others.</li> <li>• Explain significance of facial expressions and gestures in enhancing meaning of signed words.</li> <li>• Discuss the general sentence rules used while signing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate introductions and greetings using Indian Sign language.</li> <li>• Demonstrate use of finger spellings in ISL (for example: names, places, and abbreviations.)</li> <li>• Express simple actions and feeling using ISL.</li> <li>• Express information related to time, directions, numbers, and currency using ISL.</li> <li>• Express information related to self-using ISL. (e.g., name, native place, city, state, family members, work etc.)</li> </ul>
<b>Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module 2: Use Basic English

Mapped to: Bridge Module

### Terminal Outcomes:

- Apply knowledge of basic English to interpret information received and respond accordingly.
- Recognise familiar words and basic phrases concerning self, family members and immediate workplace.
- Read and write simple sentences in English about self, activities planned and events of the day.

<b>Duration: 27:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Recognise words and phrases related to formal and informal greetings.</li> <li>• Recognise simple personal information about self and others when shared in writing (e.g., name, age, place of residence etc.).</li> <li>• Recognise very simple words related to home, neighbourhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes food and drinks.</li> <li>• Recognise simple pronouns (he/she/ we / they).</li> <li>• Comprehend basic hobby related verbs (like playing, singing, dancing).</li> <li>• Recognise common verbs related to movement of transport (e.g., buses run, boats sail).</li> <li>• Recognise words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry).</li> <li>• Recognise familiar English words and phrases used in the workplace especially as instructions related to direction, safety instructions, date, and time etc. (vocabulary: stop, close the door etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status).</li> <li>• Use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever, pain etc).</li> <li>• Write simple sentences using names of everyday objects, places, directions. (e.g., I live in Delhi.).</li> <li>• Write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.).</li> <li>• Write words and short phrases to describe travel, holidays and vacations.</li> <li>• Frame written answer to simple questions related to self, food preferences, feelings etc.</li> <li>• Identify and read health, safety, security signage in English at works and public places or on gadgets and appliances when accompanied by related images or graphics.</li> <li>• Read basic familiar words and phrases to identify areas of work, responsibilities and working relationships.</li> <li>• Read and write simple sentences describing activities planned for the next day/week/month etc.</li> </ul>
<b>Sample Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module 3: Personal and Social Skill

Mapped to: Bridge Module

### Terminal Outcomes:

- Manage Professional and Social behaviour.

<b>Duration: 09:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of professional appearance and behaviour at workplace.</li> <li>• Discuss the importance of following social etiquette in formal and informal settings.</li> <li>• Explain the principles of communication.</li> <li>• Discuss the barriers to effective communication and ways to overcome these.</li> <li>• Discuss the importance of managing stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional appearance.</li> <li>• Demonstrate formal and informal communication etiquettes/gestures/body language in dealing with seniors/peers or clients.</li> <li>• Demonstrate ways to manage stress as per choice like breathing exercises/ spending time with friends etc.</li> <li>• Create a method for stress management with reference to self by listing techniques/steps.</li> </ul>
<b>Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module 4: Professional & Ethical Behavior in the Workplace

*Mapped to: Bridge Module*

### Terminal Outcomes:

- Maintain professional and ethical behavior in the work environment.

<b>Duration: 9:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of completing task/assignments on time/ by prioritizing.</li> <li>• Discuss the importance and challenges of teamwork in an organization to achieve goals.</li> <li>• Discuss the importance of seeking assistance from peers and supervisor when required.</li> <li>• Outline the importance of maintaining privacy and confidentiality.</li> <li>• Discuss situations that may lead to conflict of interest with peers/organization and ways to resolves them.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a work schedule prioritizing given tasks.</li> <li>• Demonstrate effective team behavior to accomplish a given task.</li> <li>• List activities/write application to seek assistance of supervisor/peers.</li> </ul>
<b>Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

## Module Name 5: Introduction to Handicrafts (Agarbatti) Industry in India

*Mapped to HCS/N7901*

### Terminal Outcomes:

- outline the Handicrafts (Agarbatti) industry in India
- discuss the types of tools and equipment used in the Handicrafts (Agarbatti) industry
- identify the different physical properties of Handicrafts (Agarbatti)

Duration: <10:00>	Duration: <00:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• list different types of Handicrafts (Agarbatti) manufactured in India.</li> <li>• recall the states that are the hub for Handicrafts (Agarbatti) in India</li> <li>• discuss the importance of using tools and equipment based on physical and operational properties of Handicrafts (Agarbatti)</li> <li>• explain the career opportunities available in the Handicrafts (Agarbatti) sector</li> </ul>	
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module Name 6: Carry out processing of raw materials

Mapped to HCS/N7901, V3.0

### Terminal Outcomes:

- preparing bamboo sticks for rolling
- preparing agarbatti masala dough

<i>Duration: 10:00</i>	<i>Duration: 100:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• explain the importance of identifying different ingredients for agarbatti masala.</li> <li>• describe how to calculate the approximate ratio in which the ingredients are to be mixed.</li> <li>• discuss carry out operations at a rate that maintains workflow.</li> <li>• explain how to respond appropriately in case of any major faults in the bamboo stick and other ingredients.</li> <li>• explain the minimize and dispose of the waste materials in the approved manner.</li> <li>• explain the importance of leaving the work area safe and secure when work is complete.</li> <li>• explain your organization’s policies, procedures, guidelines, and standards for quality.</li> <li>• explain safe working practices and organizational procedures.</li> <li>• discuss quality systems and other processes practiced in the organization.</li> <li>• describe types of problems with quality and how to report them to appropriate people.</li> <li>• explain reporting procedure in case of faults in own/ other processes.</li> <li>• describe whom to refer problems to when they are outside the limit of your authority.</li> <li>• explain your organization’s tools, templates, and processes for related operations in production.</li> <li>• describe different types of ingredients for agarbatti masala.</li> <li>• explain the function of different ingredients in agarbatti masala.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate taking out the bamboo stick bundle of the required length from the stock.</li> <li>• show how to sort out &amp; segregate the unusable bamboo stick from the bundle of sticks to reduce wastage of materials &amp; enhance productivity.</li> <li>• demonstrate marking the required tip length for coloring as per instruction (if required).</li> <li>• demonstrate how to prepare the color solution.</li> <li>• perform dipping the sorted stick bundle in color solution covering the required tip length.</li> <li>• show how to dry the sorted and colored bamboo stick and store it appropriately.</li> <li>• demonstrate checking the ingredients and removing any unwanted materials.</li> <li>• perform taking out and mixing different ingredients uniformly.</li> <li>• perform adding an appropriate amount of liquid (water or oil) to justify the optimum level of viscosity of the masala dough.</li> <li>• demonstrate mixing the liquid with ingredients thoroughly by hand to prepare the dough.</li> <li>• perform checking and justifying that the masala dough is uniformly mixed with the right level of viscosity.</li> <li>• perform proper storage/ covering of the masala dough to avoid drying.</li> <li>• demonstrate taking safety precautions while mixing the masala ingredients.</li> </ul>

- describe the different grades of bamboo stick used for agarbatti rolling.
- explain the recipe for making the agarbatti masala dough.
- describe the proportions of the ingredients to make the required amount of dough.
- explain the need for proper storage of prepared agarbatti masala dough.

**Classroom Aids:**

Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster

**Tools, Equipment and Other Requirements**

Bamboo stick bundle, marking tool, raw material to prepare the color solution, liquid (water or oil), etc. LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk

## Module Name 7: Carry out rolling of agarbatti & post rolling operation

Mapped to HCS/N7902, V3.0

### Terminal Outcomes:

- preparation of rolling desk & other arrangements
- rolling operation
- post rolling operation

<i>Duration: 20:00</i>	<i>Duration: 40:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• explain the importance of identifying the appropriate rolling desk suitable for hand rolling.</li> <li>• describe how to adjust your sitting posture for comfortable &amp; fast activity.</li> <li>• describe how to judge the requirement of dry masala powder for outer coating.</li> <li>• explain the benefits of leaving the work area safe and secure when work is complete.</li> <li>• explain the organization's policies and procedures.</li> <li>• explain the responsibilities under health, safety, and environmental legislation.</li> <li>• describe the guidelines for storage and disposal of waste materials.</li> <li>• discuss the potential hazards associated with the machines and the safety precautions that must be taken.</li> <li>• explain the protocol to obtain more information on work-related tasks.</li> <li>• describe the details of the contact person in case of queries on procedure or products and for resolving issues related to defective machines, tools, and/or equipment.</li> <li>• describe the details of the job role and responsibilities.</li> <li>• discuss the importance of the work target and review mechanism with your supervisor.</li> <li>• explain the protocol and format for reporting work-related risks/ problems.</li> <li>• discuss the method of obtaining/ giving feedback related to performance.</li> <li>• explain the importance of teamwork and harmonious working relationships.</li> <li>• describe the process for offering/ obtaining work-related assistance.</li> <li>• discuss the need for regular maintenance of the rolling desk.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate how to check and ensure that the rolling surface of the desk does not have any permanent rugged impression.</li> <li>• demonstrate the importance of ensuring that the rolling desk sits on the ground appropriately without any movement.</li> <li>• perform how to clean the rolling desk surface from strains of dried masala that may remain from the previous rolling batch.</li> <li>• perform taking out the appropriate amount of masala dough from the lot as per your requirement.</li> <li>• demonstrate how to decide the optimum tip length using your finger.</li> <li>• perform spreading a coat of dry masala powder on your palm to avoid stickiness.</li> <li>• show how to correctly hold the bamboo stick for enhanced productivity.</li> <li>• show how to roll the masala over the stick starting from one end (leaving the tip length) to the other end of the stick.</li> <li>• perform coating a layer of dry masala over the rolled stick.</li> <li>• show how to keep the rolled agarbatti on a dust-free tray/surface.</li> <li>• demonstrate carrying out drying of rolled batti uniformly ensuring minimum moisture content.</li> <li>• demonstrate checking for any defective rolled batti and remove the same from the lot.</li> <li>• perform how to weigh the dried rolled batti and make bundles of unit weight (say 1 or half kg).</li> <li>• perform how to roll each bundle separately in paper to refrain rolled batti to catch moisture.</li> <li>• perform how to store the rolled batti lot in a dry area avoiding direct contact with the ground.</li> <li>• perform how to clean the rolling desk from any stains of masala that may create difficulty for the next rolling batch.</li> </ul>



- explain the standard rolled batti parameters.
- discuss different types of defects/quality errors/issues in rolled agarbatti.
- explain the common hazards in the work area and workplace procedures for dealing with them.

- demonstrate disposing of the waste materials in the approved manner.
- demonstrate taking safety precautions while rolling.
- demonstrate how to carry out operations at a rate that maintains workflow.

**Classroom Aids:**

Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster

**Tools, Equipment and Other Requirements**

Bamboo stick, dry masala, masala dough, etc., LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk

## Module Name 8: Contribute to achieve quality in hand rolled agarbatti making

Mapped to HCS/N7903, V3.0

### Terminal Outcomes:

- contribute to achieving the product quality in hand-rolled agarbatti making and related operations

<i>Duration: 20:00</i>	<i>Duration: 40:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>describe the importance of ensuring standard stick length is 8-9 inches or as per the specification.</li> <li>describe the importance of ensuring the tip length is 45-55mm for 8 inches and 50-60mm for 9 inches or as per the specification.</li> <li>describe the importance of ensuring the burning time is 25-29min for 8 inches and 30-35min for 9 inches or as per the specification.</li> <li>explain the benefits of safe working practices and organizational procedures.</li> <li>describe the organization's procedures and guidelines.</li> <li>explain the quality systems and machine embroidery processes practiced in the organization.</li> <li>describe the equipment operating procedures/manufacturers instructions.</li> <li>explain the types of problems with quality and how to report them to appropriate people.</li> <li>describe the methods to present any ideas for improvement to the supervisor.</li> <li>explain the importance of complying with written instructions.</li> <li>discuss the limits of personal responsibility.</li> <li>describe the reporting procedure in case of faults in your own/ other processes.</li> <li>explain the different types of faults that are likely to be found.</li> <li>describe the consequences of using incorrect tools.</li> <li>describe the consequences of incorrect handling of tools.</li> <li>describe the types of faults which may occur, how they are identified and methods to deal with them.</li> <li>describe different types of defects.</li> <li>explain the importance of segregating rejects.</li> <li>explain appropriate inspection methods that can be used.</li> <li>describe the different quality parameters in the industry.</li> <li>describe his/her responsibilities at work.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate how to identify and use raw materials as per the specifications provided.</li> <li>show how to take the necessary action when materials do not conform to quality standards.</li> <li>demonstrate how to report and replace identified faulty materials and parts which do not meet specifications.</li> <li>demonstrate how to identify modifiable defects and rework them.</li> <li>perform how to carry out work safely and at a rate that maintains workflow.</li> <li>show how to report to the responsible person when the workflow of other production areas disrupts work.</li> <li>demonstrate how to carry out quality checks at specified intervals according to instructions.</li> <li>demonstrate how to apply the allowed tolerances.</li> <li>demonstrate how to identify faults and take appropriate action for rectification.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Bamboo stick, dry masala, masala dough, etc., LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module Name 9: Carry out sorting, counting and weighing of perfumed agarbatti

**Mapped to HCS/N8004, V3.0**

### Terminal Outcomes:

- contribute to achieving the product quality in Bamboo work

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>explain the benefits of leaving the work area safe and secure when work is complete.</li> <li>describe the organization's policies, procedures, guidelines, and standards for quality.</li> <li>discuss safe working practices and organizational procedures.</li> <li>explain the quality systems and other processes practiced in the organization.</li> <li>describe different types of problems with quality and how to report them to appropriate people.</li> <li>explain the reporting procedure in case of faults in own/ other processes.</li> <li>describe whom to refer problems to when they are outside the limit of your authority.</li> <li>explain the organization's tools, templates, and processes for related operations in production.</li> <li>discuss how the unit amount of agarbatti is decided (weight or count).</li> <li>explain different types of agarbattis.</li> <li>describe standard quality parameters for agarbattis.</li> <li>explain different grades of agarbatti quality.</li> <li>discuss points for rejection.</li> <li>explain the need for testing burning consistency.</li> <li>explain the need for testing burning time.</li> </ul>	<ul style="list-style-type: none"> <li>show how to identify the right batch of scented agarbatti based on specifications like perfume, length of sticks, rolling process (hand-rolled, machine rolled, etc.)</li> <li>demonstrate how to check if the perfume has spread over the full length &amp; surface of rolled masala</li> <li>perform how to separate the appropriately scented agarbattis from partially scented agarbattis</li> <li>carry out a burning test of the lot to confirm burning consistency &amp; burning time</li> <li>role-play of immediately reporting to the supervisor in case of inconsistency in burning or out of range burning time</li> <li>perform how to take appropriate action in case of burning inconsistency or out of range burning time as per instruction of the supervisor</li> <li>demonstrate how to dispose of the non-conforming products in an appropriate manner</li> <li>demonstrate how to carry out work at a rate that maintains workflow</li> <li>demonstrate how to understand the instruction for deciding unit amount (either weight or no. of sticks).</li> <li>show how to use a counting machine or manually count the required number of sticks per unit packet.</li> <li>show how to use a weighing machine for the required weight of sticks per unit packet.</li> <li>show how to use a separator block to keep each unit of counted/ weighed agarbattis.</li> <li>demonstrate how to carefully handle the agarbattis ensuring minimum damage of rolled surface.</li> <li>perform how to take safety precautions while handling the scented agarbattis.</li> </ul>

- role-play of responding appropriately incase of any major faults in the agarbatti stick and other ingredients.
- demonstrate how to minimize and dispose of the waste materials in the approved manner.

**Classroom Aids:**

Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster

**Tools, Equipment, and Other Requirements**

Bamboo stick, dry masala, masala dough, etc., LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk

## Module Name 10: Carry out packaging of perfumed agarbattis

**Mapped to HCS/N8005, V3.0**

### Terminal Outcomes:

- filling in inner pouch
- filling in outer packet & sealing

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• explain the importance of safe working practices and organizational procedures.</li> <li>• describe the organization's procedures and guidelines.</li> <li>• explain about quality systems.</li> <li>• explain the equipment operating procedures/manufacturers instructions.</li> <li>• describe different types of problems with quality and how to report them to appropriate people.</li> <li>• explain the methods to present any ideas for improvement to the supervisor.</li> <li>• explain the importance of complying with written instructions.</li> <li>• discuss the limits of personal responsibility.</li> <li>• explain the reporting procedure in case of faults in own/ other processes.</li> <li>• describe different quality standards for agarbattis.</li> <li>• discuss the consequences of using incorrect packaging.</li> <li>• discuss consequences of incorrect handling of tools.</li> <li>• explain types of faults that may occur, how they are identified and methods to deal with them.</li> <li>• explain types of sealing and how to maintain quality while sealing.</li> <li>• discuss the importance of segregating rejects.</li> <li>• describe the appropriate inspection methods that can be used.</li> <li>• discuss own responsibilities at work.</li> </ul>	<ul style="list-style-type: none"> <li>• show how to identify the correct lot of sorted &amp; counted/ weighed agarbattis</li> <li>• show how to identify the composition of unit packets/ pouches comprising of the inner pouch and outer packet as per packaging instructions</li> <li>• show how to identify the correct pouches/ packets as per the instruction</li> <li>• demonstrate how to correctly handle the agarbattis while filling</li> <li>• carry out filling the agarbattis manually in pouches/ inner pouches</li> <li>• perform how to ensure minimum damage/ breakage of the agarbattis while filling manually</li> <li>• carry out sealing of pouches/ inner pouches using a sealing machine or heating arrangement</li> <li>• show how to identify &amp; ensure the appropriate combination of different scented agarbatti inner pouches for filling in the outer packet as per instructions</li> <li>• carry out filling of inner pouches in outer packet manually</li> <li>• demonstrate how to appropriately seal outer packet openings using sellotape or other sealing methods as per requirement</li> <li>• show how to use the appropriate inner pouches, outer packets, sellotape etc. as per the instruction of the supervisor</li> <li>• show how to identify the level of bulk packaging, say dozen packaging, CFC packaging etc.</li> <li>• perform how to use the appropriate packaging materials based on the size of unit packets, brand, etc.</li> <li>• carry out filling of unit packets/ pouches in intermediary bulk packets such as dozen packets &amp; sealing.</li> <li>• carry out filling of intermediary bulk packets (such as dozen packets) in bulk packets, such as corrugated flexible cartons &amp; sealing.</li> </ul>

- carry out printing of batch details etc. on the bulk packet.
- demonstrate how to appropriately store bulk packets sequentially in dry & dust-free areas.
- show how to take safety precautions while handling the scented agarbattis.
- role-play of responding appropriately in case of any major faults in the agarbatti stick and packaging materials.
- demonstrate how to minimize and dispose of the waste materials in the approved manner.
- show how to leave the work area safe and secure when work is complete.
- carry out the work at a rate that maintains workflow.

**Classroom Aids:**

Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster

**Tools, Equipment and Other Requirements**

Bamboo stick, dry masala, masala dough, etc., LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk

## Module Name 11: Contribute to achieve quality in packaging of perfumed agarbattis

**Mapped to HCS/N8006, V3.0**

### Terminal Outcomes:

- contribute to achieving quality in the packaging of finished agarbattis

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>discuss safe working practices and organizational procedures.</li> <li>describe the organization's procedures and guidelines.</li> <li>explain about quality systems.</li> <li>explain the equipment operating procedures/manufacturers instructions.</li> <li>describe types of problems with quality and how to report them to appropriate people.</li> <li>explain the methods to present any ideas for improvement to the supervisor.</li> <li>describe the importance of complying with written instructions.</li> <li>discuss the limits of personal responsibility.</li> <li>describe the reporting procedure in case of faults in own/ other processes.</li> <li>explain different quality standards for agarbattis.</li> <li>explain the consequences of using incorrect packaging.</li> <li>explain the consequences of incorrect handling of tools.</li> <li>describe types of faults that may occur, how they are identified and methods to deal with them.</li> <li>explain types of sealing and how to maintain quality while sealing.</li> <li>discuss the importance of segregating rejects.</li> <li>describe appropriate inspection methods that can be used.</li> <li>discuss own responsibilities at work.</li> </ul>	<ul style="list-style-type: none"> <li>show how to identify and use different packaging materials as per the specifications provided.</li> <li>show how to take the necessary action when materials do not conform to quality standards.</li> <li>demonstrate how to report and replace identified faulty materials and parts which do not meet specifications.</li> <li>show how to ensure the packaging is not damaged before or during packing.</li> <li>show how to ensure the sealing is done properly.</li> <li>demonstrate how to identify modifiable defects and rework them.</li> <li>carry out work safely and at a rate that maintains workflow.</li> <li>role-play of reporting to the responsible person when the workflow of other production areas disrupts work.</li> <li>carry out quality checks at specified intervals according to instructions.</li> <li>show how to apply the allowed tolerances.</li> <li>perform how to identify faults and take appropriate action for rectification.</li> <li>demonstrate how to maintain the required productivity and quality levels.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Basic Stationery, packaging material, etc., LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module Name 12: Working in a Team

**Mapped to HCS/N9908, V2.0**

### Terminal Outcomes:

- commitment and trust
- communication
- adaptability
- creative freedom

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• discuss the importance of being accountable for one’s own role in the whole process.</li> <li>• discuss the importance of performing all roles assigned with full responsibility.</li> <li>• explain the ways of reporting the problems faced during the work completion process.</li> <li>• discuss why to talk politely with other team members and colleagues.</li> <li>• explain the importance of submitting daily reports of own performance.</li> <li>• discuss the benefits of adjusting in different work situations.</li> <li>• describe how to acknowledge and give due importance to other's point of view.</li> <li>• discuss why should an individual avoid conflicting situations.</li> <li>• explain the process of developing new ideas for work procedures</li> <li>• discuss the importance of improving upon the existing techniques to increase process efficiency</li> </ul>	
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Basic Stationery, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	



## Module Name 13: Maintain Work Area and Tools

**Mapped to HCS/N9912, V2.0**

### Terminal Outcomes:

- maintain the work area and tools

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>discuss the importance of carrying out work functions following organizational standards, greening solutions, procedures, policies, legislation, and regulations.</li> <li>explain sustainable consumption practices</li> <li>discuss the importance of adapting environment-friendly processes</li> <li>list ways to handle tools and material safely</li> <li>discuss the importance of working in a comfortable position and correct posture</li> <li>explain the importance of disposing off the waste in the designated location</li> <li>list and explain ways to achieve effective and green workplace</li> <li>discuss demonstrate safe working practices and organizational procedures</li> <li>discuss production process and specific work activities that relate to the whole process</li> <li>discuss organization’s rules, codes, guidelines, and quality standards</li> <li>explain effects of contamination on products</li> <li>list common faults that may occur during production and their methods of rectification</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>demonstrate how to maintain a clean and hazard-free working area</li> <li>demonstrate different ways of minimizing waste</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Basic Stationery, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk</p>	

## Module Name 14: Maintain Health, Safety and Security at Workplace

Mapped to HCS/N9913, V3.0

### Terminal Outcomes:

- comply with health, safety and security requirements at work

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• explain health and safety-related instructions applicable to the workplace</li> <li>• discuss the importance of maintaining a healthy lifestyle</li> <li>• explain environment management system related procedures</li> <li>• discuss organization’s evacuation procedures</li> <li>• explain health, safety-related practices, and safe handling procedures of equipment and machine operations</li> <li>• discuss emergency exits, escape routes, emergency equipment and assembly points</li> <li>• explain reporting and documentation protocol</li> <li>• discuss ill-effects of alcohol, tobacco and drugs</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate how to use personal protective equipment</li> <li>• show how to handle and move waste and debris</li> <li>• participate in mock drills/evacuation procedures organized at the workplace</li> <li>• demonstrate actions to be taken in case of fire or any emergency situation</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Basic Stationery, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

## Module Name 15: DGT/VSQ/N0102Employability Skills

**Mapped to DGT/VSQ/N0102, V1.0**

### Terminal Outcomes:

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Duration: 60:00

### Key Learning Outcomes

Introduction to Employability Skills Duration: 1.5 Hours

After completing this programme, participants will be able to:

1. Discuss the Employability Skills required for jobs in various industries
2. List different learning and employability related GOI and private portals and their usage

Constitutional values - Citizenship Duration: 1.5 Hours

3. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
4. Show how to practice different environmentally sustainable practices.

Becoming a Professional in the 21st Century Duration: 2.5 Hours

5. Discuss importance of relevant 21st century skills.
6. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.
7. Describe the benefits of continuous learning.

Basic English Skills Duration: 10 Hours

8. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone
9. Read and interpret text written in basic English
10. Write a short note/paragraph / letter/e -mail using basic English

Career Development & Goal Setting Duration: 2 Hours

11. Create a career development plan with well-defined short- and long-term goals

Communication Skills Duration: 5 Hours

12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.
13. Explain the importance of active listening for effective communication
14. Discuss the significance of working collaboratively with others in a team

Diversity & Inclusion Duration: 2.5 Hours

15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD
16. Discuss the significance of escalating sexual harassment issues as per POSH act.

Financial and Legal Literacy Duration: 5 Hours

17. Outline the importance of selecting the right financial institution, product, and service
18. Demonstrate how to carry out offline and online financial transactions, safely and securely
19. List the common components of salary and compute income, expenditure, taxes, investments etc.
20. Discuss the legal rights, laws, and aids

Essential Digital Skills Duration: 10 Hours

21. Describe the role of digital technology in today's life
22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
23. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely
24. Create sample word documents, excel sheets and presentations using basic features
25. Utilize virtual collaboration tools to

work effectively Entrepreneurship Duration: 7 Hours

26. Explain the types of entrepreneurship and enterprises
27. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan
28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
29. Create a sample business plan, for the selected business opportunity

Customer Service Duration: 5 Hours

30. Describe the significance of analyzing different types and needs of customers
31. Explain the significance of identifying customer needs and responding to them in a professional manner.
32. Discuss the significance of maintaining hygiene and dressing appropriately

Getting Ready for apprenticeship & Jobs Duration: 8 Hours

33. Create a professional Curriculum Vitae (CV)
34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
35. Discuss the significance of maintaining hygiene and confidence during an interview
36. Perform a mock interview
37. List the steps for searching and registering for apprenticeship opportunities

Classroom Aids:

Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster

Tools, Equipment, and Other Requirements

1.Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below) As required 2.UPS As required 3. Scanner cum Printer As required 4. Computer Tables As required 5. Computer Chairs As required 6. LCD Projector As required 7. White Board 1200mm x 900mm As required

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate with 6-12 Months of experience in handicraft industry	Agarbatti Making and Finishing	6 months	Agarbatti Making and Finishing	6 months	Agarbatti Making and Finishing	NA

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: "Agarbatti Maker" mapped to QP: "HCS/Q7901"	Certified for Job Role: "Trainer(VET and Skills)" mapped to QP: "MEP/2601; V:2.0"	<p>The Inclusive Trainer should be certified in Disability Specific Top Uptraining PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.</p> <p>The Indian Sign Language Interpreter should be mandatory during the training, counselling and placement of Persons with Speech and Hearing Impairment. A Certification by Indian Sign Language Research and Training Centre (ISLRTC) or Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan) (AYJNISHD(D)) will be desirable.</p>

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization <i>&lt;Specify the areas of specialization that are desirable.&gt;</i>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
<b>Graduate with 6-12 Months of experience in handicraft industry</b>	Agarbatti Making and Finishing	6 months	Agarbatti Making and Finishing	6 months	Agarbatti Making and Finishing	NA

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: "Agarbatti Maker" 'mapped to QP: "HCS/Q7901"	Certified for Job Role: "Assessor (VET and Skills)" mapped to QP:"MEP/2701; V:2.0	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.

## Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC.
2. Each NOS will be assessed both for theoretical knowledge and practical
3. The assessment will be based on knowledge bank of questions created by the SSC.
4. Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre
5. To pass the Qualification Pack, every trainee should score a minimum of 50% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack



## Guidelines for Trainer

Accommodation Guideline recommended for Inclusive Trainers

Persons with Speech and Hearing Impairment

### Characteristics

#### Characteristics

- Use other senses as mediums of learning. (Use gestures, body language, expressions, lip reading etc.).
- Use adapted material such as visual or sight vocabulary to provide first-hand experience.
- Use assistive devices such as hearing aid, loop system etc.
- Teach how to access sound-based information.

#### Guidelines for Trainers

- Make sure you are aware of the learners' language abilities and preferred learning style to ensure inclusion into the group.
- When you have a student with SHI in the group, reduce background noise or, request for a classroom that is away from noise. Make sure you have the whole group's attention before starting the session.
- Allow SHI students to sit where they wish. SHI students who can read the lip should sit near the front. (Optimum distance for lip-reading is considered to be about 6 feet.).
- Face the SHI student when speaking.
- Use clear speech.
- Make sure the room is well lit to allow the student with SHI to see your facial expression, signing and/or lip read.
- Use assistive device where available, to facilitate teaching-learning in the classroom.
- Arrange the classroom so that students can see each other, e.g., organizing the class in a circle or semicircle allows all students to see each other.
- Use shorter sentences, clearer speech.
- Associate words with real objects, pictures; for example, the colour concept.
- Use pictures (flash cards), real objects, real experiences, dramatization, and activities.
- You can write key points on the board or chart.
- Encourage other people or staff to develop communication strategies so that they can get into the style of students with SHI.

## Glossary

Term	Description
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	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. As et of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding(theory)and skills (practical application).
<b>OJT(M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training onsite
<b>OJT(R)</b>	On-the-job training (Recommended); trainees are recommended The specified hours of training onsite
<b>Procedural Knowledge</b>	Proceduralknowledgeaddresseshowtodosomething,orhowtoperformataask.Itis the ability to work, or produce a tangible work output by applying cognitive, affective, or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
<b>Terminal Outcome</b>	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.

## Acronyms and Abbreviations

Term	Description
<b>QP</b>	Qualification Pack
<b>NSQF</b>	National Skills Qualification Framework
<b>NSQC</b>	National Skills Qualification Committee
<b>NOS</b>	National Occupational Standards