



Model Curriculum

QP Name: Trainer-Persons with Disability (PwD)

QP Code: PWD/Q0101

QP Version: 1.0

NSQF Level: 5

Model Curriculum Version: 1.0

Skill Council for Person with Disability || Address: 501-City Centre, 12/5 Dwarka - New Delhi – 110075

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Training Parameters

Sector	Persons with Disability
Sub-Sector	Learning and Development
Occupation	Training Delivery
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2424.9901
Minimum Educational Qualification and Experience	As per Domain
Pre-Requisite License or Training	Domain Trainer Certification
Minimum Job Entry Age	18 years
Last Reviewed On	30/06/2020
Next Review Date	30/06/2023
NSQC Approval Date	
QP Version	1.0
Model Curriculum Creation Date	31-05-2020
Model Curriculum Valid Up to Date	30-06-2023
Model Curriculum Version	1.0
Minimum Duration of the Course	32 Hours, 0 Minutes
Maximum Duration of the Course	32 Hours, 0 Minutes

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 to.

- Describe the skill eco-system in India and need for Persons with Disability trainers.
- Describe disability, its related concepts and various acts and laws.
- Design training sessions for Persons with Disability
- Demonstrate use of assistive tools and aids to facilitate learning for the Persons with Disability
- Demonstrate compassion and empathy towards all learners.
- Work effectively with others and in team.
- Apply health, hygiene and safety practices in the training/assessment environment

Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	00:30	00:30	00:00	00:00	01:00
Module 1: Introduction to SCPwD and the Role of a Trainer	00:30	00:30	00:00	00:00	01:00
NOS code- PWD/N0101 NOS name – Conduct training for Persons with Disability NOS Version No. 1 NSQF Level-5	07:00	02:30	00:00	00:00	09:30
Module 2: Disability and its legal provisions	02:00	00:30	00:00	00:00	02:30
Module 3: Plan and prepare training session	01:30	01:30	00:00	00:00	03:00
Module 4: Conduct and evaluate a training session	02:30	01:30	00:00	00:00	04:00
NOS code: PWD/N0102 NOS name: Work effectively with others NOS Version No. 1 NSQF Level-5	01:00	01:00	00:00	00:00	02:00
Module 5: Work effectively with others	01:00	01:00	00:00	00:00	02:00
NOS code-PWD/N0103 NOS name– Apply health and safety practices	02:00	01:00	00:00	00:00	03:00

NOS Version No. 1					
NSQF Level-5					
Module 6: Follow health, hygiene and safety practices	02:00	01:00	00:00	00:00	03:00
Total Duration	11:00	04:30	00:00	00:00	15:30

Elective Modules

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

Elective 1: Visual Impairment

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
NOS code: PWD/N0104 NOS name: Adapt training for learners with Visual Impairment NOS Version No. 1 NSQF Level-5	02:30	03:30	00:00	00:00	06:00
Module 7: Training of the learners with Visual Impairment	02:30	03:30	00:00	00:00	06:00
Total Duration	02:30	03:30	00:00	00:00	06:00

Elective 2: Speech and Hearing Impairment

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
NOS code-PWD/N0105 NOS name: Adapt training for the learners with Speech and Hearing impairment NOS Version No. 1 NSQF Level-5	02:30	03:00	00:00	00:00	05:30
Module 8: Training learners with Speech and Hearing Disability	02:30	03:30	00:00	00:00	06:00
Total Duration	02:30	03:30	00:00	00:00	05:30

Elective 3: Locomotor Disability

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
NOS code-PWD/N0106 NOS name—Adapt training for the learners with Locomotor Disability NOS Version No. 1 NSQF Level-5	02:30	02:30	00:00	00:00	05:00
Module 9: Training learners with the Locomotor Disability	02:30	02:30	00:00	00:00	05:00
Total Duration	02:30	02:30	00:00	00:00	05:00

Module 1: Introduction to SCPwD and the Role of a Trainer

Mapped to: Bridge Module

Terminal Outcomes:

- Discuss the Skill eco-system in India and its scope for PwD
- Explain the scope of a Trainer- Persons with Disabilities (PwD)

Duration: 00:30	Duration: 00:30
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the scope and objective of skill training with focus on PwD. • Describe the role of various organizations working for skill development in India. • Discuss the scope of the Skill Council for (SCPwD), size of Disability sector and its various sub-sectors. • Discuss the roles, responsibilities of a trainer for PwD. • Discuss the career progression and opportunities of a trainer for PwD. 	<ul style="list-style-type: none"> • Prepare an organisation chart depicting the various entities of the skill ecosystem in India.
Classroom Aids:	
Training kit (trainer guide, presentations, etc.), white board, marker, duster, projector, laptop, flip chart, speaker system	
Tools, Equipment and Other Requirements	
N/A	

Module 2: Disability and its Legal Provisions

Mapped to: PWD/N0101, v1.0

Terminal Outcomes:

- Discuss disability and its related concepts.
- Explain Disability Acts, Policies and Laws for empowerment of PwD.

Duration: 02:00	Duration: 00:30
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the concept of disability according to various Acts/ Laws/ Convention. • Distinguish between impairment, handicap and disability. • Discuss ways to identify the strength (cognitive, physical, sensory, social, emotional) of Persons with Disability. • Discuss the importance of training PwD. • Discuss the objectives of the PwD Act (1995), The National Trust Act (1999), RPwD Act (2016). 	<ul style="list-style-type: none"> • Prepare a summary of the PwD Act (1995), The National Trust Act (1999), RPwD Act (2016). • Compare models of disability (e.g. medical, social and rights-based models).
Classroom Aids:	
Training kit (trainer guide, presentations etc.), white board, marker, duster, projector, laptop, flip chart, speaker system, Literature related to disability from WHO, UNCRPD, history of situation of disability in India, PwD Act (1995), RPwD Act (2016), The National Trust Act (1999) and other relevant PwD related Acts/legislations in India.	
Tools, Equipment and Other Requirements	
N/A	

Module 3: Plan and prepare for a training session

Mapped to: PWD/N0101, v1.0

Terminal Outcomes:

- Design a training session for Persons with Disability

Duration: 01:30	Duration: 01:30
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe reasonable accommodation and its significance in training Persons with Disability. • List the assistive aids/ adaptations and audio/ visual training material according to the needs of learners. • Discuss role of Braille experts, ISL Interpreter, scribes, etc., during training. • Discuss the steps involved in the planning and preparing for training PwD. • Explain strategies (acquisition, fluency, maintenance, generalization) to identify developmental needs (communication skills etc.). 	<ul style="list-style-type: none"> • Prepare a training plan with timeline to achieve the learning objectives of the program using correct tools accepted practices. • Demonstrate the process of conducting assessment and evaluating exiting records to identify the needs of the learners. • Design classroom strategies/ group activities based on the needs of the learners.
Classroom Aids:	
Training kit (trainer guide, presentations etc.), white board, marker, duster, projector, laptop, flip chart, speaker system.	
Tools, Equipment and Other Requirements	
Tools and teaching aids for PwD like Magnifier, audiobooks, visual aids, Large Font handouts, wheelchair, Public Address system, Audio Aids, Books in Braille, other common assistive and supportive aids for specific Disabilities etc.	

Module 4: Conduct and evaluate a training session

Mapped to: PWD/N0101, v1.0

Terminal Outcomes:

- Discuss ways to promote inclusion of PwD.
- Demonstrate the techniques to overcome various barriers to learning

Duration: 02:30	Duration: 01:30
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss accessibility, its significance and the barriers to it. • Distinguish between universal design and accessibility and barrier free environment. • Explain the ways to make a teaching space accessible and inclusive for PwD. • List the various assistive tools and technologies available for PwD. • Discuss the ways to overcome various barriers (e.g. physical, communication, transportation, attitudinal and technological barriers). • Discuss the ways to adapt training methods based on the learner’s requirements. • Discuss the challenges of training PwD candidates, and the ways to address the same. • Discuss the importance of staying updated about various practices and changes in the field of assistive technology and the ways to do it. • Discuss the importance of providing and seeking feedback on sessions from the trainees, and their parents/ guardians. 	<ul style="list-style-type: none"> • Demonstrate use of training methodologies, and assistive tools and technology that can be adapted in an inclusive class. • Demonstrate the ways to handle various assistive tools during the session and post session. • Prepare different tasks and activities to help effective training delivery and increase participation for PwD. • Demonstrate ways to question and gather responses from PwD. • Evaluate the participation, progress of PwD trainees and the impact of training.
Classroom Aids:	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system	
Tools, Equipment and Other Requirements	
Tools and teaching aids for PwD like Magnifier, audiobooks, visual aids, Large Font handouts, wheelchair, Public Address system, Audio Aids, Books in Braille, other common assistive and supportive aids for specific Disabilities etc.	

Module 5: Work effectively with others

Mapped to: PWD/N0102, v1.0

Terminal Outcomes:

- Demonstrate acceptance towards diverse population

Duration: 01:00	Duration: 01:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain People First Language (PFL). • Explain the significance of Disability sensitization. • Discuss the challenges faced by Person with Disability at workplace and the ways to assist them. • Explain bias-free communication. • Explain gender concepts (gender as a social construct, gender sensitivity, gender equality etc.), issues and applicable legislations. • Discuss workplace harassment, its indicators and the process of reporting it. • Discuss Prevention of Sexual Harassment Act, 2013. • Differentiate between ethical and unethical behaviour and practices in an inclusive classroom. • Discuss the benefits of understanding the socio-economic status, disability, challenges and aspirations of the learners. • Explain the protocols to be followed while dealing with Persons with Disability who are at increased risk of sexual abuse as per guidelines. 	<ul style="list-style-type: none"> • Compile a list of words and phrases indicating the appropriate use of people-first language. • Demonstrate bias-free communication while interacting with differently abled students in a classroom environment. • Design sample teaching material/activities to inculcate skills such as peer bonding and confidence, etc.
Classroom Aids:	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system.	
Tools, Equipment and Other Requirements	
N/A	

Module 6: Follow Health and Hygiene Practices

Mapped to: PWD/N0103, v1.0

Terminal Outcomes:

- Discuss health, hygiene and safety practices in the training/assessment environment

Duration: 02:00	Duration: 01:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the health, hygiene and safety requirements for PwD in their surrounding environment as per guidelines. • Discuss the various emergencies that may happen at a training location. • Describe alternative ways and aids (audio alarms for the blind and visual alarms, simple diagrams or pictures, wheelchair, etc.) to ensure the safety of PwD in training locations during emergencies. • Discuss the process and significance of reporting accidents and hazards. • Explain the importance of maintaining a clean and tidy workplace. • Discuss the significance of maintaining personal hygiene. • Discuss the significance of following health and hygiene practices as per guidelines. 	<ul style="list-style-type: none"> • Prepare a summary of health and safety requirements specific to PwD. • Demonstrate safety drills for different emergency situations. • Demonstrate ways to administer basic first aid in different situations to PwD and the correct use of PPE.
Classroom Aids:	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system	
Tools, Equipment and Other Requirements	
First aid box (sterile dressings, plasters, disposable sterile gloves, scissors, antiseptic wipes, thermometer), etc., cleanliness and hygiene related material like Soaps, Hand Wash, sanitizers etc.	

Module 7: Training learners with Visual Impairment

Mapped to: PWD/N0104, v1.0

Terminal Outcomes:

- Apply the knowledge and understanding of Visual Impairment in training environment.

Duration: 02:30	Duration: 03:30
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe Visual Impairment (VI), its causes and how it impacts learning. • Distinguish between Blindness and Low Vision. • Explain the barriers that Persons with Visual Impairment (VI) encounter. • List the various assistive aids and software available to assist learners with VI. • Explain the concept of ‘Orientation and Mobility Training’ in the training of Persons with Visual Disability. • Discuss the ways to enhance learnings of Persons with Visual Impairment. • Discuss the different training methodologies used for training learners with VI. 	<ul style="list-style-type: none"> • Demonstrate the use of various assistive aids/software for learners with visual impairment (e.g. braille slate, braille paper magnifier, abacus, concrete and tactile Teaching Learning Material (TLM), NVDA, etc.). • Modify a teaching plan for learners with Visual Impairment based on their profile. • Prepare a seating plan for an inclusive classroom with VI learners. • Prepare concrete and tactile Teaching Learning Material (TLM) for learners with Visual Impairment.
Classroom Aids:	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system	
Tools, Equipment and Other Requirements	
Tools and teaching aids for PwD like Magnifier, audiobooks, visual aids, Large Font handouts, Public Address system, Audio Aids, Books in Braille, NVDA, etc. other common assistive and supportive aids for Visual Impairment.	

Module 8: Training learners with Speech and Hearing Impairment

Mapped to: PWD/N0105, v1.0

Terminal Outcomes:

- Apply the knowledge and understanding of Speech and Hearing Impairment in training environment

Duration: 02:30	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe Speech and Hearing Impairment (SHI), its causes and how it impacts learning. • Explain the barriers that Persons with Speech and Hearing Impairment (SHI) encounter. • Distinguish between deaf and hard of hearing. • Discuss the common behavioural problems in Persons with Speech and Hearing Impairment. • List the various assistive aids and software available to assist learners with SHI. • Discuss the ways to enhance learning for Persons with Speech and Hearing Impairment. • Discuss the different training methodologies used for training learners with SHI. 	<ul style="list-style-type: none"> • Demonstrate the use of assistive aids/software for learners with Speech and Hearing Impairment. (e.g. Ai-live, speech to text software, etc.) • Modify a teaching plan for learners with Speech and Hearing Impairment based on their profile. • Prepare a seating plan for an inclusive classroom with SHI learners. • Prepare Teaching Learning Material (TLM) for SHI learners.
Classroom Aids:	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system	
Tools, Equipment and Other Requirements	
Ai-live, speech to text etc. other common assistive and supportive aids for Persons with Speech and Hearing Impairment	

Module 9: Training learners with Locomotor Disability

Mapped to: PWD/N0106, v1.0

Terminal Outcomes:

- Apply the knowledge and understanding of Locomotor Disability in training environment.

Duration: 02:30	Duration: 02:30
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe Locomotor Disability (LD), its causes and how it impacts learning. • Explain the barriers that Persons with Locomotor Disability encounter. • Distinguish between types of locomotor disability (e.g. Dwarfism, cerebral palsy, acid attack survivors, etc.). • Discuss the common behavioural problems in Persons with Locomotor Disability. • List the various assistive aids for Persons with Locomotor Disability. • Discuss the ways to enhance learning for Persons with Locomotor Disability. • Discuss the different training methodologies used for training learners with LD. • List the various assistive aids and software available to assist learners with LD. 	<ul style="list-style-type: none"> • Demonstrate the use of assistive aids/software for learners with Locomotor Disability Impairment (e.g. one-handed keyboard, sticky keys, etc.). • Modify a teaching plan for learners with Locomotor Disability based on their profile. • Prepare a seating plan for an inclusive classroom with learners with Locomotor Disability. • Prepare Teaching Learning Material (TLM) for learners with LD.
Classroom Aids:	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system	
Tools, Equipment and Other Requirements	
One-handed keyboard, sticky keys etc. other common assistive and supportive aids for Persons with Locomotor Disability	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Post Graduate	In any discipline			1 year	Teaching Certificate/Diploma/ Degree disability courses in Training Centers or organizations recognized/registered by Rehabilitation Council of India (RCI)	
Graduate	In any discipline			3 years	Teaching Certificate/Diploma/ Degree disability courses in Training Centers or organizations recognized/registered by Rehabilitation Council of India (RCI)	
Certificate	SCPwD Trainer /RCI special educator			5 years	Training PwD in organizations recognized/registered or accredited by the State/ Central Govt Social Welfare Department or NSDC	

Trainer Certification	
Domain Certification	Platform Certification
Recommended that the Master Trainer is certified by SCPwD. Minimum accepted score is 90%.	Recommended that the Trainer is certified for the Job Role: “Master Trainer”, mapped to the Qualification Pack: “MEP/Q2602” Minimum accepted score is 90%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Min. Graduate	N/A		Preferred in the field of Disability	NA	NA	

Assessor Certification	
Domain Certification	Platform Certification
Recommended that the Assessor is certified for Disability orientation and sensitization Top-up. Minimum accepted score is 80%	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701" Minimum accepted score is 60%

Assessment Strategy

1. Assessment System Overview:

- Batches are assigned to the assessment agencies for conducting the assessment on SDMS/SIP or email by SCPwD.
- Assessment agency deploys the ToA certified Assessor for conducting assessment
- SSC monitors the assessment process and records SSC approve the final result. SSC shares the result with training providers.

2. Testing Environment:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time.
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of tablets on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

- Question papers created by the subject matter experts from assessment agencies and approved by SCPwD.
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified and master trainer should be certified on SIP.
- Assessment agency must follow the assessment guidelines to conduct the assessment developed
- Attendance sheet checking.

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by master trainer) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch or any candidate

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage and also stored in Hard drives.