Model Curriculum

QP Name: Assistant Dress Maker (Divyangjan)-SHI

QP Code: PWD/JSS/ADM/2022

QP Version: 1.0

NSQF Level: 2

Model Curriculum Version: 1.0

Expository: Speech and Hearing Impairment (E004)

Skill Council for Person with Disability || Address: 501-City Centre, Plot No 5, Sector -12, Dwarka, New Delhi-110076

Table of Contents

Training Parameters

Sector	Jan Shikshan Sansthan
Sub-Sector	
Occupation	Dress Making
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7531.0100
Minimum Educational Qualification and Experience	No formal education OR May require ability to read and write for some qualifications
Pre-Requisite License or Training	
Minimum Job Entry Age	15 Years
Last Reviewed On	28.04.2022
Next Review Date	28.04.2026
NSQC Approval Date	22.10.2024
QP Version	1.0
Model Curriculum Creation Date	28.04.2022
Model Curriculum Valid Up to Date	28.04.2026
Model Curriculum Version	1.0
Minimum Duration of the Course	340 hrs
Maximum Duration of the Course	340 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.

- Maintain work area, tools, and equipment
- Draft and cut the fabric by using appropriate methods
- Carry out cutting of various categories of clothing
- Carry out sewing of children, women, and men's wear
- Carry out alteration & correction as per need

Compulsory Modules

The table lists the modules, 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 (PwD) PWD/M/SHI/0 1 V1.0	**60:00**	**30:00**	**00:00**	**00:00**	**90:00**
Module 1: Learn Basic IndianSign Language (ISL) Bridge Module (PwD) PWD/M/SHI/0 1 V1.0	15:00	12:00	00:00	00:00	27:00
Module 2: Use Basic English Bridge Module (PwD) PWD/M/SHI/0 1 V1.0	27:00	12:00	00:00	00:00	39:00
Module 3: Personal and SocialSkill Bridge Module (PwD) PWD/M/SHI/0 1 V1.0	09:00	03:00	00:00	00:00	12:00
Module 4: Professional & Ethical Behavior in the Workplace Bridge Module (PwD) PWD/M/SHI/0 1 V1.0	09:00	03:00	00:00	00:00	12:00
PWD/N1501 - Identification & maintenance of tools & equipment NOS Version No.- 1.0 NSQF Level 2	04:00	11:00	00:00	00:00	15:00
Bridge Module(s)	01:00	4:00	00:00	00:00	05:00

PWD/N1502 - **Cutting, Drafting & Basic** **Techniques of Dress** **Making** **PWD/N1502** **NOS Version No.- 1.0** **NSQF Level 2**	25:00	50:00	00:00	00:00	75:00
PWD/N1503 - **Sewing of various** **categories of Clothing** **(Men's, Women's &** **Children's wear)** **NOS Version No.- 1.0** **NSQF Level 2**	15:00	60:00	00:00	00:00	75:00
PWD/N1504 - **Alteration & Correction** **NOS Version No.- 1.0** **NSQF Level 2**	05:00	10:00	00:00	00:00	15:00
Employability Skills for **Persons with Disabilities** **(70 hours) PWD/N0501** **NOS Version No. – 1.0 NSQF** **Level – 4**	70:00	00:00	00:00	00:00	70:00
Total Duration	**179:00**	**161:00**	**00:00**	**00:00**	**340:00**

Module Details

Mapped to: Bridge Module PWD/M/SHI/0 1 V1.0

Terminal Outcomes:

- Communicate using basic Indian Sign Language.

Duration: 15:00	Duration: 12:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the regional differences in signs used in Indian Sign Language. - Describe ways to greet and respond to others. - Explain significance of facial expressions and gestures in enhancing meaning of signed words. - Discuss the general sentence rules used while signing	- Demonstrate introductions and greetings using Indian Sign language. - Demonstrate use of finger spellings in ISL (for example: names, places, and abbreviations.) - Express simple actions and feeling using ISL. - Express information related to time, directions, numbers, and currency using ISL. - Express information related to self-using ISL. (e.g., name, native place, city, state, family members, work etc.)
Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
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 PWD/M/SHI/0 1 V1.0

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

Duration: 27:00	Duration: 12:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Recognise words and phrases related to formal and informal greetings. - Recognise simple personal information about self and others when shared in writing (e.g., name, age, place of residence etc.). - Recognise very simple words related to home, neighborhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes food and drinks. - Recognise simple pronouns (he/she/ we / they). - Comprehend basic hobby related verbs (like playing, singing, dancing). - Recognise common verbs related to movement of transport (e.g., buses run, boats sail). - Recognise words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry). - 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.).	- Write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status). - Use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever, pain etc). - Write simple sentences using names of everyday objects, places, directions. (e.g., I live in Delhi.). - Write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.). - Write words and short phrases to describe travel, holidays and vacations. - Frame written answer to simple questions related to self, food preferences, feelings etc. - 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. - Read basic familiar words and phrases to identify areas of work, responsibilities and working relationships. - Read and write simple sentences describing activities planned for the next day/week/month etc.
Sample Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
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 PWD/M/SHI/0 1 V1.0

Terminal Outcomes:
- Manage Professional and Social behaviour.

Duration: 09:00	Duration: 03:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the importance of professional appearance and behaviour at workplace. • Discuss the importance of following social etiquette in formal and informal settings. • Explain the principles of communication. • Discuss the barriers to effective communication and ways to overcome these. • Discuss the importance of managing stress.	• Display professional appearance. • Demonstrate formal and informal communication etiquettes/gestures/body language in dealing with seniors/peers or clients. • Demonstrate ways to manage stress as per choice like breathing exercises/ spending time with friends etc. • Create a method for stress management with reference to self by listing techniques/steps.
Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
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
PWD/M/SHI/0 1 V1.0

Terminal Outcomes:

- Maintain professional and ethical behavior in the work environment.

Duration: 9:00	Duration: 03:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the importance of completing task/assignments on time/ by prioritizing. - Discuss the importance and challenges of teamwork in an organization to achieve goals. - Discuss the importance of seeking assistance from peers and supervisor when required. - Outline the importance of maintaining privacy and confidentiality. - Discuss situations that may lead to conflict of interest with peers/organization and ways to resolves them.	- Prepare a work schedule prioritizing given tasks. - Demonstrate effective team behavior to accomplish a given task. - List activities/write application to seek assistance of supervisor/peers.
Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module 5: Bridge Module

Terminal Outcomes:

- Describe in brief about JSS scheme

- Recognize various employment opportunities for Assistant Dress Maker

Duration: 01:00	**Duration**: *04:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the JSS Scheme - Explain about the scope of Assistant Dress Maker	- List appropriate methods for making Men's, Women's, and Children's wear - Create a catalogue with trending pics of the garments
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Measuring tape, Pattern Papers &tracing paper, Tailors Chalk, Types of Scales: normal straight big ruler, hipcurve, legshaper, pattern master, French curve, Fabric Cutting Scissors, Paper Cutting Scissors, Cutting Table/Pattern Table, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, quantity may vary, Stools for Sewing, Machine Needle, various sizes, Hand Needle, various sizes for embroidery and hemming, Sewing Threads (Surplus thread is used for stitching. The quantity , thread packaging, variety may vary as per requirement), Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper , tracing wheel etc, Domestic Sewing Machines& Attachments (with & without Paddle), Embroidery thread – packs, Trims and Accessories like laces, buttons, zippers, (assortment), Dress Maker's Pin ,Pins & Safety Pins, Embroidery frame, Hanger, Iron and Iron Table, Garments , Made Ups and Home Furnishing Articles, each, Small screwdriver with screws, Bobbin Case, Bobbin, White Board with Marker/ Black Board with Chalk and Duster, First Aid Box, Teacher's Table & Chair, Baskets/ Boxes for Storing, Basic Stationery, Book/ Manual, Other books and Documents samples, Fabric/ Trims and Accessories/ seams types Swatch File, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk, LCD TV, Visual curricula	

Module 6: Identification & maintenance of tools& equipment
PWD/N1501 V1.0

Terminal Outcomes:

- Identify Tools and Equipment for measuring, drafting and cutting
- Identify the machine & various parts and functioning of a sewing machine
- Demonstrate safety measures while using tools

Duration: 03:00	**Duration**: 07:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Identify tools for cutting, tailoring & dress making - Explain the functioning of sewing machine Identify the parts of the sewing machine - Explain the functioning of sewing machine - Describe safety measures while using tools & equipment	- List tools & equipment for measuring, drafting, cutting - List the parts of the sewing machine - Demonstrate use of tools & equipment safely - Demonstrate use of hand/foot sewing machine to stich a sample

Classroom Aids:

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

Tools, Equipment and Other Requirements

Measuring tape, Pattern Papers &tracing paper, Tailors Chalk, Types of Scales: normal straight big ruler, hipcurve, legshaper, pattern master, French curve, Fabric Cutting Scissors, Paper Cutting Scissors, Cutting Table/Pattern Table, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, quantity may vary, Stools for Sewing, Machine Needle, various sizes, Hand Needle, various sizes for embroidery and hemming, Sewing Threads (Surplus thread is used for stitching. The quantity , thread packaging, variety may vary as per requirement), Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper , tracing wheel etc, Domestic Sewing Machines& Attachments (with & without Paddle), Embroidery thread – packs, Trims and Accessories like laces, buttons, zippers, (assortment), Dress Maker's Pin ,Pins & Safety Pins, Embroidery frame, Hanger, Iron and Iron Table, Garments , Made Ups and Home Furnishing Articles, each, Small screwdriver with screws, Bobbin Case, Bobbin, White Board with Marker/ Black Board with Chalk and Duster, First Aid Box, Teacher's Table & Chair, Baskets/ Boxes for Storing, Basic Stationery, Book/ Manual, Other books and Documents samples, Fabric/ Trims and Accessories/ seams types Swatch File, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk, LCD TV, Visual curricula

Module 7: Cutting, Drafting & Basic Techniques of Dress Making
PWD/N1502 V1.0
Terminal Outcomes:

- Identify clothing design categories
- Explain significance of tracing & size charts
- Identify the basics of drafting and use of tools required in fabric cutting
- Identify different type of cutting techniques
- Demonstrate basic stitches on the garment

Duration: 25:00	Duration: 50:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the clothing design categories - Identify tools/material for tracing - Explain the importance of tracing according to fabric - Discuss about the size charts - Discuss how to take direct measurement - Describe cutting techniques for various categories of clothing & fabric	- Demonstrate basic stitches on the garment - Demonstrate different ways of tracing - Demonstrate drafting methods (direct & standardized) - Create pattern drafting for the variations in pockets & collars - Demonstrate accessories for different clothing categories (Men's, Women's & Children's) - Demonstrate precision in cutting fabrics for various categories of clothing
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Measuring tape, Pattern Papers &tracing paper, Tailors Chalk, Types of Scales: normal straight big ruler, hipcurve, legshaper, pattern master, French curve, Fabric Cutting Scissors, Paper Cutting Scissors, Cutting Table/Pattern Table, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, quantity may vary, Stools for Sewing, Machine Needle, various sizes, Hand Needle, various sizes for embroidery and hemming, Sewing Threads (Surplus thread is used for stitching. The quantity , thread packaging, variety may vary as per requirement), Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper , tracing wheel etc, Domestic Sewing Machines& Attachments (with & without Paddle), Embroidery thread – packs, Trims and Accessories like laces, buttons, zippers, (assortment), Dress Maker's Pin ,Pins & Safety Pins, Embroidery frame, Hanger, Iron and Iron Table, Garments , Made Ups and Home Furnishing Articles, each, Small screwdriver with screws, Bobbin Case, Bobbin, White Board with Marker/ Black Board with Chalk and Duster, First Aid Box, Teacher's Table & Chair, Baskets/ Boxes for Storing, Basic Stationery, Book/ Manual, Other books and Documents samples, Fabric/ Trims and Accessories/ seams types Swatch File, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk, LCD TV, Visual curricula	

Module 8: Sewing of various categories of Clothing (Men's, Women's & Children's wear)
PWD/N1503 V1.0

Terminal Outcomes:

- Identify the various stiches and use it appropriately according to the dress requirement
- Demonstrate how to join the components of the dress as per size and category

Duration: 15:00	Duration: 60:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the methods of sewing various types of clothes - Discuss techniques of closure and surface detailing	- List the methods & techniques of sewing - Demonstrate application of pattern making and sewing techniques to clothing according to size and category - Create a sample by sewing attachment and different closures of garments
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Measuring tape, Pattern Papers &tracing paper, Tailors Chalk, Types of Scales: normal straight big ruler, hipcurve, legshaper, pattern master, French curve, Fabric Cutting Scissors, Paper Cutting Scissors, Cutting Table/Pattern Table, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, quantity may vary, Stools for Sewing, Machine Needle, various sizes, Hand Needle, various sizes for embroidery and hemming, Sewing Threads (Surplus thread is used for stitching. The quantity , thread packaging, variety may vary as per requirement), Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper , tracing wheel etc, Domestic Sewing Machines& Attachments (with & without Paddle), Embroidery thread – packs, Trims and Accessories like laces, buttons, zippers, (assortment), Dress Maker's Pin ,Pins & Safety Pins, Embroidery frame, Hanger, Iron and Iron Table, Garments , Made Ups and Home Furnishing Articles, each, Small screwdriver with screws, Bobbin Case, Bobbin, White Board with Marker/ Black Board with Chalk and Duster, First Aid Box, Teacher's Table & Chair, Baskets/ Boxes for Storing, Basic Stationery, Book/ Manual, Other books and Documents samples, Fabric/ Trims and Accessories/ seams types Swatch File, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk, LCD TV, Visual curricula	

Module 9: Alteration & Correction
PWD/N1504 V1.0

Terminal Outcomes:
- Identify tools required for making alterations in the dress
- Identify methods of alteration as per record
- Explain the significance of customer wise record keeping

Duration: 05:00	**Duration**: 10:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Define methods of alteration and correction - Identify the need for alteration and correction of garments - Identify tools for alteration and correction of garments - Discuss importance of size and fit of the dress material during alteration & correction - Explain importance of record keeping	- Prepare work station with necessary tools for alteration & correction - List common requirement for alteration and correction in the garment - Create customer wise record of alteration & correction
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Measuring tape, Pattern Papers &tracing paper, Tailors Chalk, Types of Scales: normal straight big ruler, hipcurve, legshaper, pattern master, French curve, Fabric Cutting Scissors, Paper Cutting Scissors, Cutting Table/Pattern Table, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, quantity may vary, Stools for Sewing, Machine Needle, various sizes, Hand Needle, various sizes for embroidery and hemming, Sewing Threads (Surplus thread is used for stitching. The quantity , thread packaging, variety may vary as per requirement), Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper , tracing wheel etc, Domestic Sewing Machines& Attachments (with & without Paddle), Embroidery thread – packs, Trims and Accessories like laces, buttons, zippers, (assortment), Dress Maker's Pin ,Pins & Safety Pins, Embroidery frame, Hanger, Iron and Iron Table, Garments , Made Ups and Home Furnishing Articles, each, Small screwdriver with screws, Bobbin Case, Bobbin, White Board with Marker/ Black Board with Chalk and Duster, First Aid Box, Teacher's Table & Chair, Baskets/ Boxes for Storing, Basic Stationery, Book/ Manual, Other books and Documents samples, Fabric/ Trims and Accessories/ seams types Swatch File, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk, LCD TV, Visual curricula	

Module 10: Employability Skills for Persons with Disabilities (70 hours)

Mapped to PWD/N0501

Terminal Outcomes:

- Introduction to Employability Skills
- Constitutional Values: Citizenship
- Becoming a Professional No. of Hours Page No. in the 21st Century
- Basic English Skills
- Communication Skills
- Essential Digital Skills
- Diversity and Inclusion
- Financial and Legal Literacy
- Career Development and Goal-Setting
- Customer Service
- Getting Ready for Apprenticeships and Jobs
- Disability Specific Skills
- Entrepreneurship

Introduction to Employability Skills   Duration: 3 Hours

After completing this programme, participants will be able to:

Explain the Importance of Employability Skills

List the benefits of e learning

Explore the Future of Work

Constitutional values - Citizenship   Duration: 2 Hours

2.1 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 and its Guiding Principles, basic details of RPwD Act 2016, different types of disability, flagship schemes of the Department including Skilling, Scholarship, ADIP and UDID cards

2.2 Practice ways to Protect the Environment

Becoming a Professional in the 21st Century   Duration: 3 Hours

3.1 Discuss importance of relevant 21st Century Skills on Employability

3.2 Exhibit 21st century skills in personal & professional life about self-qualities including abilities & disability,

3.3 Describe the benefits of Critical Thinking and Decision-Making

Basic English Skills   Duration: 10 Hours

4.1 Discuss the importance of learning English

4.2 Describe words, objects, surroundings, and processes using adjectives

4.3 Illustrate benefits of being attentive during communication

4.4 Differentiate between response & questions

4.5 Use expressions appropriately to convey information to others

4.6 List different types of sentences

4.7 Apply punctuations appropriately in a sentence

4.8 Write simple sentences using correct words order

4.9 Read and understand Job descriptions to one's own skills & education

4.10 Write applications and cover letters in various contexts

Communication Skills   Duration: 5 Hours

5.1 Discuss importance of Communication, types, and characteristics of effective communication

5.2 Write letter, email, resume etc

5.3 Practice non-verbal communication appropriately in different contexts

5.4 Practice communication effectively (formal and informal)

5.5 Use text messaging for effective workplace communication

Essential Digital Skills   Duration: 10 Hours

6.1 Discuss significance of digital skills in everyday life/work

6.2 Recognize parts & functions of a computer & its operation with screen reader software

6.3 create MS Word file using all basic features

6.4 Discuss significance of Search Engines to find relevant information using keyboards

6.5 Operate Social Media platforms safely

6.6 Discuss significance of safe search and protection from cyber crime

6.7 Use Email effectively for sharing files and other documents

6.8 Explain ways to learn using Mobile Applications

6.9 Create meeting invite using Online Meeting Tools like google meet/Zoom

6.10 Explore Popular Sites for Learning and Career Growth

Diversity & Inclusion   Duration: 3 Hours

7.1 Describe value of Diversity in the workplace

7.2 Support in creating Inclusive workplace

7.3 Follow Prevention of Sexual Harassment in the - Workplace [POSH]

Financial and Legal Literacy   Duration: 6 Hours

8.1 Manage income and monthly expenditure

8.2 Understand processes & basics of banking like types of accounts, and doing transactions safely using passbooks, cheques, debit, and credit cards

8.3 Operate online banking and Digital Transactions

8.4 Make online payments securely

8.5 Make effective saving plans

8.6 Use policies and guidelines of the Government appropriately on requirement

Career Development & Goal Setting   Duration: 5 Hours

9.1 Prepare oneself for the World of Work

9.2 Match Interests and Abilities with the choice of Career

9.3 Create a career pathway

9.4 Conduct Market scan for employment opportunities

9.5 Implement long term and short term goals in setting career

Customer Service   Duration: 5 Hours

10.1 Provide services and build relationship with customer

10.2 Deal with different types of Customers

10.3 Identify Customer needs

10.4 Use simple techniques for communicating with Customers

10.5 Close Sales and take Customer feedback

Getting Ready for apprenticeship & Jobs   Duration: 10 Hours

11.1 Maintain personal grooming and hygiene

11.2 Create resume

11.3 Prepare & follow up for an Interview

11.4 Decode Interviews in advance

11.5 Handlle rejection and failure

11.6 Participate in Industry Visit: 1 Hour

11.7 Make reflections post Industry Visit

11.8 Register on portals (Urban company, Helpr, etc) to explore relevant Job opportunities

11.9 Apply for Jobs using Online Portals

11.10 Enroll as Apprentice on NAPS

Disability Specific Skills   Duration: 5 Hours

12.1 Prepare for Livelihood Reality

12.2 Identify key abilities and perform at par with others

12.3 Create solution-oriented approach towards challenges/barriers

12.4 Exhibit skills to gain respect

12.5 Create a harmonious work environment at the Workspace

Entrepreneurship　　　　　**Duration: 3 Hours**

13.1 Recognize the roles and responsibilities of an entrepreneur

13.2 Differentiate between Self-Employment & Entrepreneurship

13.3 Conduct an effective Market Scan

Annexure

Trainer Requirements

Trainer Prerequisites					
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
ITI/Certificate	NA	2	NA	NA	NA	He/She should have knowledge of equipment, tools, materials, safety, health & hygiene. He/She may also be well versed with the Employability Skills including Life Enrichment Education issues etc.

Trainer Certification		
Domain Certification	**Platform Certification**	**Disability specific Top Up training**
NA	NA	The Inclusive Trainer should be certified in Disability Specific Top Up Training PWD/ Q0101, v1.0 Trainer- PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. The Indian Sign Language Interpreter with 2/3 years of experience 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.

Assessor Requirements

Assessor Prerequisites					
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI/Certificate	NA	2	NA	NA	NA	Final/Summative Assessment: The final/summative assessment will be done by an assessor other than the trainer of the centre. It will be evidence based assessment and will have written test, practical and viva.

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
NA	NA	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 subsequentassessment on the balance NOS's to pass the Qualification Pack

Guidelines for Trainer

Accommodation Guideline recommended for Inclusive TrainersPersons with Speech and Hearing Impairment

Characteristics

- Use other senses as mediums of learning. (Use gestures, body language, expressions, lip reading etc.).Writing.
- 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.

References

Glossary

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

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards