Model Curriculum

QP Name: Hindi Typist
      (Options: Hindi Stenography)

QP Code: PWD/MEP/Q0210

QP Version: 1.0

NSQF Level: 3

Model Curriculum Version: 1.0

Expository –Low Vision (E003)

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

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Training Parameters

Sector	Management & Entrepreneurship and Professional Skills
Sub-Sector	Office Management and Professional Skills
Occupation	Office Support
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/4131.9900
Minimum Educational Qualification and Experience	8th pass with Hindi as one subject
Minimum Level of Education for Training in School	8th pass
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	22-01-2022
Next Review Date	04-03-2025
NSQC Approval Date	24-02-2022
QP Version	Version number 1.0
Model Curriculum Creation Date	22-12-2022
Model Curriculum Valid Up to Date	04-03-2025
Model Curriculum Version	Version number 1.0
Minimum Duration of the Course	900 hrs.
Maximum Duration of the Course	1039 hrs.

MEPSC
Management & Entrepreneurship
and Professional Skills Council

SCPwD
दिव्यांग व्यक्तियों के लिए कौशल परिषद्
Skill Council for Persons with Disability

Skill India
कौशल भारत - कुशल भारत

N·S·D·C
National
Skill Development
Corporation
Transforming the skill landscape

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.

- Differentiate Unicode and non-Unicode (ACII) encoded Hindi fonts and Input method editor.
- Describe installation of different fonts.
- Select document purpose, design and structure.
- Examine the language, content and format of different types of documents.
- Incorporate necessary corrections to the documents.
- Organize the relevant records and documentation.
- Describe material and energy/electricity conservation practices.
- Apply relevant health and safety practices at the workplace.
- Demonstrate professional image and behaviour.
- Utilize and enhance professional competence.
- Use Hindi shorthand while taking notes.
- Interpret shorthand notes and type in Hindi.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	**39:00**	**157:30**			**196:00**
Learn Basic English	20:00	20:00	-	-	40:00
Use Smart Phone	01:00	17:00	-	-	18:00
Computer Training	18:00	120:00	-	-	138:00
Bridge Module *Introduction to Skill India and the job role of a Hindi Typist*	**3:00 hrs.**	**00:00 hrs.**	**-**	**--**	**3:00 hrs.**
MEP/N0216 **Use computers to store, retrieve and communicate information**	**10:00 hrs.**	**20:00 hrs.+7:00 hrs.**			**37hrs.**
Use computers to store, retrieve and communicate information	10:00 hrs.	20:00 hrs. +7:00 hrs.	- -	_	37:00 hrs.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
MEP/N0236 **Install and use various Hindi fonts and typing tools** **NOS Version No. 1 NSQF Level 3**	**29:00 hrs.**	**34:00 hrs. +11:00 hrs.**	--		**74:00 hrs.**
Install and use various Hindi fonts and typing tools	29:00 hrs.	34:00 hrs.+11:00 hrs.	--		74:00 hrs.
MEP/N0238 **Prepare various types of Hindi documents** **NOS Version No.1** **NSQF Level 3**	**24 :00 hrs.**	**32:00 hrs. +11:00 hrs.**	--		**67:00 hrs.**
Prepare various types of Hindi documents	24 :00 hrs.	32:00 hrs. +11:00 hrs.	--		67:00 hrs.
MEP/N0239 **Proofread Hindi documents** **NOS Version No.1** **NSQF Level 3**	**16:00 hrs.**	**24:00 hrs. +8:00 hrs.**	--		**48:00 hrs.**
Proofread Hindi documents	16:00 hrs.	24:00 hrs. +8:00 hrs.	--		48:00 hrs.
MEP/N0241 **Maintain records and documentation** **NOS Version No.1** **NSQF Level 3**	**24:00 hrs.**	**32:00 hrs. +11:00 hrs.**	--		**67:00 hrs.**
Maintenance of records and documentation	24:00 hrs.	32:00 hrs. +11:00 hrs.	--		67:00 hrs.
MEP/N9903 **Apply health and safety practices at the workplace** **NOS Version No.1** **NSQF Level 3**	**04:00 hrs.**	**06:00 hrs. +2:00 hrs.**	--		**12:00 hrs.**
Workplace safety, rescue and first aid	04:00 hrs.	06:00 hrs. +2:00 hrs.	--		12:00 hrs.
MEP/N9912 **Apply principles of professional practice at the workplace** **NOS Version No.1** **NSQF Level 3**	**10:00 hrs.**	**20:00 hrs. +6:00 hrs.**	--		**36:00 hrs.**
Principles of Professional Practice	10:00 hrs.	20:00 hrs. +6:00 hrs.	--		36:00 hrs.
Total Duration	**159 :00 hrs.**	**381 :00 hrs.**	**360:00 hrs.**		**900 :00 hrs.**

Optional Modules

The table lists the modules and their duration corresponding to the Optional NOS of the QP.

Option 1: Hindi Stenography

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
MEP/N0237 **Use Hindi Shorthand/ Hindi Stenography to prepare documents** **NOS Version No. 1** **NSQF Level 3**	**32:00 hrs.**	**80:00 hrs. +27:00 hrs.**			**139:00 hrs.**
Use Hindi Shorthand/ Hindi Stenography to prepare documents	32 :00 hrs.	80:00 hrs. +27:00 hrs.	--		139:00 hrs.
Total Duration	**32:00 hrs.**	**107:00 hrs.**	**--**		**139:00 hrs.**

Module Details

Module 1: Learn Basic English
Mapped to: Bridge Module

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 immediate workplace.
- Read and write simple sentences in English about self, activities planned, and events of the day

Duration: 20:00	Duration: 20:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Identify and write alphabets and letters. - Identify various vowel and consonant sounds in various words. - Recognize words and phrases related to formal and informal greetings. - Recognize simple personal information about self and others (e.g. name, age, place of residence etc.). - Recognize 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. - Recognize simple pronouns (he/she/we/they). - Comprehend basic hobby related verbs (like playing, singing, dancing). - Recognize common verbs related to movement of transport (e.g. buses run, boats sail). - Recognize words related to common feelings and emotions. (e.g. sad, unhappy, depressed, irritated, furious, angry). - Recognize familiar English words and phrases used in the workplace, like instructions related to direction, safety instructions, date and time etc. (vocabulary: stop, close the door). - Differentiate between Spoken and Written English.	- Demonstrate the correct way to pronounce words with the right stress. - Read and 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 and pain). - Read and write simple sentences using names of everyday objects, places, directions. (e.g. I live in Delhi.). - Read and write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.). - Read and write words and short phrases to describe travel, holidays, and vacations. - Read and frame written answers to simple questions related to self, food preferences, feelings etc. - Identify and read health, safety, and security signage (images/graphics) in English; at work and public places or on gadgets and appliances. - Read and write 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. - Pronounce words related to professions correctly. - Ask and answer questions related to their job correctly. - Discuss activities planned for the next day/week/month at the workplace. - Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).
Classroom Aids	
Braille flashcards, Braille books	
Tools, Equipment and other requirements	
Laptops/Computers, Braille Slates and Stylus, Braille sheets, Braille Note takers	

Module 2: Use of Smartphone
Mapped to: Bridge Module

Terminal Outcomes:

- Demonstrate the use of a smartphone to make calls, message, read books & documents, write e-mails, and web browsing.

Duration: 01:00	Duration: 17:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
● Explain the benefits of a smartphone for Persons with Visual Impairment. ● Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g. GPS, Social media Applications and Cab Booking Applications). ● Discuss the barriers in accessing some Software Applications (like Gaming Application).	● Demonstrate how to use the different functions of the screen such as power on/off, accessing the main menu, home button, volume rocker, power buttons, memory slot and sim tray. ● Demonstrate basic operations on the screen by using, "explore by touch". ● Use talk back, speech, and volume settings. ● Use a mobile phone for making calls and for sending and receiving messages. ● Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts. ● Use basic applications like Google Play Store and calculator. ● Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library. ● Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones. ● Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps. ● Demonstrate how to download apps on a smartphone.
Classroom Aids	
One smart phone with talkback per trainee	
Tools, Equipment and other requirements	
Braille Slates and Stylus, Braille sheets, Braille Note takers, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

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Module 3: Computer Training
Mapped to: Bridge Module

Terminal Outcomes:

● Learn the basics of computers.

Duration: 18:00	Duration: 120:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
● Describe the uses of computers. ● Distinguish between hardware and software components of computers. ● Describe input and output devices. ● Describe basic functions of the various parts of computers.	● Demonstrate hand and finger placement for using keyboard and numpad. ● Open, create, and save word documents. ● Navigate and read commands for creating word documents. ● Demonstrate cut, copy, and paste in a word document. ● Demonstrate steps to format a word document (for example, change paragraph alignment, bold /italicize text, edit, delete, Capitalize letters, insert date and time).
Classroom Aids	
Desktop Computer / Laptops	
Tools, Equipment and other requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

Module 4: Bridge Module

Introduction to Skill India and the job role of a Hindi typist

Terminal Outcomes:

- Give an overview of Skill India
- Explain the role and responsibilities of Hindi typist
- Identify the organizational structure and functions in organizations employing Hindi typist

Duration: *03:00*	Duration: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Give an overview of Skill India. - State the role and responsibilities of a Hindi typist. - Describe the common organizational structures and various functions in organization. - Describe the hierarchy in an organization.	
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements:	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

Module 5: Use computers to store, retrieve and communicate information

Terminal Outcome:

- Demonstrate storage, retrieval and communication of information using computers

Duration: 10:00	Duration: 27:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Recognize the basic components of computers - Explain terminologies w.r.t. computer and its accessories. - Discuss saving data, information and file management. - List the common information storage systems used for storage and retrieval of data. - Discuss computer networks, and internet. - Explain professional email etiquette and its various elements. - Discuss cyber security guidelines to be followed while storing, retrieving or communicating information online (through the internet). - Discuss the do's and don'ts while using computers at workplace.	- Demonstrate how to start and operate computers. - Demonstrate accessing stored data or files. - Create documents using Word processor, Spreadsheet and Presentation Software. - Demonstrate the use of internet to search content, send emails, etc. - Demonstrate using printers for printing, scanning, and making copies of documents.

Classroom Aids:
Computer, printer, projector, white board/ flip chart, marker and duster

Tools, Equipment and Other Requirements
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter

Module 6: Install and use various Hindi fonts and typing tools

Terminal Outcomes:

- Differentiate Unicode and non-Unicode encoded Hindi fonts and input method editor.
- Describe installation of different fonts and typing tools.
- Use Hindi websites and online forums safely and securely

Duration: 29:00	Duration: 45:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Distinguish Unicode fonts and non-Unicode (ASCII) fonts. - Describe input method editor (IME), advantages and limitations. - List steps of installation of different Hindi fonts. - Discuss the organizational guidelines for downloading and installing tools through internet and data protection guidelines. - Use Hindi websites and online forums with ease. - Identify virus issues in Hindi websites.	- Demonstrate the steps to download and install Unicode encoded and ASCII Hindi fonts. - Demonstrate the installation of Indic Language Input Tool for Hindi. - Type text in Hindi using English QWERTY keyboard.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements:	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

Module 7: Prepare various types of Hindi documents

Terminal Outcome:

- Develop various types of documents on typewriter or using computers

Duration: 24:00	Duration: 43:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe various types of correspondence or documents, correct format or template for typing various Hindi documents. - Identify different keyboard layouts used for typing in Hindi. - Describe ways to increase speed and accuracy in typing. - List techniques for positioning body correctly at the keyboard.	- Draft a sample Hindi document from a rough draft or handwritten copy using word processing software. - Demonstrate the steps to enable Hindi keyboard in computer. - Demonstrate using different keyboarding systems for typing in Hindi. - Demonstrate speed typing with accuracy. - Demonstrate proper body position while using a keyboard.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements:	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

Module 8: Proofread Hindi documents

Terminal Outcome:

- Assess and proofread documents for content, structure, style, readability and gender….

Duration: *16:00*	Duration: *32:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Distinguish between formal and informal writing styles and formats. - Recognize the tone and language of the content to keep consistency of the context in the document. - Discuss the purpose of proofreading, flagging errors and using track changes. - Identify proofread signs. - Identify commonly used abbreviations and their expansions. - Discuss importance of gender egalitarianism in documents. - Discuss use of gender-neutral statements in typing and extent to which gender-neutral typing is possible in Hindi.	- Apply corrections in spelling, grammatical and terminology errors, format, punctuation, repetition or omission of words, and spacing. - Demonstrate the use of correct proofread signs to flag errors in documents. - Produce correct documents by comparing the proofs against the original copy. - Flag gendered sentences that can be made gender neutral in the given sample document.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements:	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

Module 9: Maintenance of records and documentation

Terminal Outcome:

- Describe various ways to maintain records and documentation.

Duration: *24:00*	Duration: *43:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Identify the information systems used for recording and managing data and information. - Describe the process for filing of correspondences, and other documents. - Describe the process of archiving documents. - Identify processes where material utilization can be optimized like storing electronic copies, take print out only where it is required, proofreading on computer etc. - Discuss electricity conservation methods like switching off lights, using energy efficient lights etc.	- Demonstrate the use of various software applications used for the storage, retrieval and communication of data and information. - Demonstrate use of filing system for correspondences, and other documents. - Prepare a sample catalogue/list of the files/documentation. - Demonstrate archiving procedures and explain appropriate file retention periods. - Demonstrate safety and security measures for storing files and explain its relevant organizational procedures.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

Module 10: Workplace safety, rescue and first aid

Terminal Outcome:

- Describe the application of health and safety practices at the workplace.

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe personal hygiene practices. - List first aid box items and their use. - List the situation that may lead to accidents at the workplace and ways to prevent them. - Describe the steps of emergency procedures during accidents/fire or other hazards situations. - Identify safety signs. - Classify the various fire extinguishers for different types of fires.	- Demonstrate personal hygiene practices to be followed at workplace. - Demonstrate appropriate first aid in different situations. - Practice emergency evacuation drills. - Demonstrate the use of fire extinguishers.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
Personal protective equipment (such as mask and helmet) Fire extinguishers (Class A, B, C, D & K fires: extinguishers may contain water, sand, foam, dry powder, CO_2, or wet chemical), first aid box (sterile dressings, plasters, disposable sterile gloves, scissors, anti-septic wipes, thermometer), Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

Module 11: Principles of Professional Practice

Terminal Outcomes:

- Apply principles of professional practice like professional image, professional competence, discipline, ethics and work effectiveness.
- Develop personal and professional development competencies.
- Distinguish between unethical conduct, inappropriate behavior and conflict of interest.

Duration: 10:00	Duration: 26:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the importance of having a professional appearance at workplace. - Differentiate between appropriate and inappropriate business attire. - Discuss personal and professional goals. - Describe the importance of continuous learning and developing professional development plan. - Describe the policies related to non-discrimination and rights of the clients. - Distinguish between unethical conduct, inappropriate behaviour and harassment in a workplace. - Describe situations that may lead to conflict of interest. - Discuss ways to avoid and resolve conflicts.	- Develop a personal action plan to improve professional appearance. - Demonstrate aspects of professional behaviour in different situations. - Prepare a plan to work on personal and professional goals and development. - Prepare strategies for handling unethical conduct, inappropriate behaviour and harassment in a workplace.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

Option 1: Hindi Stenography

Use Hindi Shorthand/ Hindi Stenography to prepare documents

Terminal Outcome:

- Use shorthand to take notes in Hindi and produce accurate and correct text in an agreed format.

Duration: 32:00	Duration: 107:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List steps involved in taking notes in Hindi using shorthand. - Describe various Hindi shorthand strokes and terms used in shorthand, such as phraseography, logograms, grammalogues and contractions. - List steps involved in transcribing Hindi shorthand notes to documents. - Discuss checking transcribed document for errors and correcting them.	- Demonstrate taking dictations or notes in Hindi using shorthand strokes. - Demonstrate the use of phraseography, logograms, grammalogues and contractions. - Demonstrate shorthand strokes for long and short vowels, dot and dash vowels, places of vowel, following and preceding vowel and intermediate vowel. - Demonstrate initial, medial and final use of hooks, circles and loops. - Prepare a document using inputs from the shorthand notes.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements:	
Shorthand machine/ typewriter/ computer, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates and stylus, Brallier typewriter	

Module: On-The-Job- Training

Mapped to: Hindi Typist

Mandatory Duration: 3*60:00*	Recommended Duration: *00:00*
Location: On-site	
Terminal Outcome - Demonstrate how to use different functions of computers. - Demonstrate using printers for printing, scanning, and making copies of documents. - Demonstrate the installation of Indic Language Input Tool for Hindi and enable Hindi keyboard in computer - Type text in Hindi using English QWERTY keyboard. - Draft a sample Hindi document from a rough draft or handwritten copy using word processing software - Demonstrate the use of correct proofread signs to flag errors in documents - Produce correct documents by comparing the proofs against the original copy - Demonstrate the use of various software applications used for the storage, retrieval and communication of data and information - Demonstrate archiving procedures and explain appropriate file retention periods - Demonstrate safety and security measures for storing files and explain its relevant organizational procedures - Demonstrate appropriate first aid in different situations. - Demonstrate personal hygiene practices to be followed at workplace. - Prepare a plan to work on personal and professional goals and development - Prepare strategies for handling unethical conduct, inappropriate behaviour and harassment in a workplace. - Demonstrate taking dictations or notes in Hindi using shorthand strokes - Demonstrate shorthand strokes for long and short vowels, dot and dash vowels, places of vowel, following and preceding vowel and intermediate vowel. - Prepare a document using inputs from the shorthand notes	

Trainer Requirements

Trainer Prerequisites					
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Graduate in any discipline	Hindi Stenography, Hindi Typing, Secretary (Hindi)	2	Hindi Stenography, Hindi Typing, Secretary (Hindi)	2	Hindi Stenography, Hindi Typing, Secretary (Hindi)	Pass PRABODH level exam of Central Hindi Training Institute or equivalent.

Trainer Certification		
Domain Certification	**Platform Certification**	**Disability specific Top Up training**
MEP/Q0210, v1.0 Hindi Typist Minimum accepted score is 80%.	MEP/Q2601, v1.0 Trainer Minimum accepted score is 80%.	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. A Diploma in Computer Education (Visual Impairment)-D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred. Minimum 1 years training experience is mandatory for training Persons with Blindness. Trainer should have necessary technical knowledge, skill and competencies to teach different features of technology with the help of screen reading software such as Talkback to end users. The Inclusive Trainer is expected to have patience, empathy and compassion, sensitivity, strong communication and interpersonal skills, ability to measure and assess the individual needs of Persons with Low Vision.

Assessor Requirements

Assessor Prerequisites					
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate in any discipline	Hindi Stenography, Hindi Typing, Secretary (Hindi)	2	Hindi Stenography, Hindi Typing, Secretary (Hindi)	2	Hindi Stenography, Hindi Typing, Secretary (Hindi)	Pass PRABODH level exam of Central Hindi Training Institute or equivalent

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
MEP/Q0210, v1.0 Hindi Typist Minimum accepted score is 80%.	MEP/Q2701, v1.0 Assessor Minimum accepted score is 80%.	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

Assessment system Overview

Assessment will be carried out by assessment partners with no link to training partners. Based on the results of assessment, MEPSC will certify the learners. Assessor has to pass online assessment of theoretical knowledge of the job role and approved by MEPSC. Assessor should have passed PRABODH level exam of Central Hindi Training Institute or equivalent.

The assessment will have both theory and practical components in 40:60 ratio.

While theory assessment is summative and a written exam; practical will involve demonstrations of applications and presentations of procedures and other components. Practical assessment will also be summative in nature.

Testing Environment

Training partner has to share the batch start date and end date, number of trainees and the job role.

Assessment will be fixed for a day after the end date of training. It could be next day or later. Assessment will be conducted at the training venue.

Room where assessment is conducted will be set with proper seating arrangements with enough space to prevent copying.

Question bank of theory and practical will be prepared by assessment agency and approved MEPSC. From this set of questions, assessment agency will prepare the question paper. Theory testing will include multiple choice questions, pictorial question, etc. which will test the trainee on his theoretical knowledge of the subject.

The theory and practical assessments will be carried out on same day. If number of candidates are many, more assessors and venue will be organized on same day of the assessment.

Presentation will be one mode of assessment and so computers and LDC projector will be available for assessment. Viva will be used to gauge trainee's confidence and correct knowledge in handling job situations like interacting with court personnel, company officials and clients.

The question paper pre-loaded in the computer and it will be in the language requested by the training partner.

Assessment Quality Assurance framework

Assessor has to go through orientation program organized by Assessment Agency. The training would give an overview to the assessors on the overall framework of QP evaluation. Assessor shall

be given a NOS and PC level overview of each QP as applicable. Overall structure of assessment and objectivity of the marking scheme will be explained to them.

The giving of marks will be driven by an objective framework which will maintain standardization of marking scheme.

In case of many candidates to be accommodated in one venue for theory assessment, caution is taken not to let the candidates who competed test meet those who have not. Once the first batch has moved out of the knowledge-based assessment area, the second batch must be taken from the main waiting area and seated in the respective seats for their knowledge-based assessment.

For practical, the instructions for taking the test are clearly written on the board in the lab or shared with the candidates verbally.

The assessment will be video recorded and submitted to MEPSC. The training partner will intimate the time of arrival of the assessor and time of leaving the venue.

Methods of Validation

Unless the trainee is registered, the person cannot undergo assessment. To further ensure that the person registered is the person appearing for assessment, id verification will be carried out. Adhar card number is part of registering the candidate for training. This will form the basis of further verification during the assessment.

Assessor conducts the assessment in accordance with the assessment guidelines and question bank as per the job role.

The assessor carries tablet with the loaded questions. This tablet is geotagged and so it is monitored to check their arrival and completion of assessment.

Video of the practical session is prepared and submitted to MEPSC.

Random spot checks/audit is conducted by MEPSC assigned persons to check the quality of assessment.

Method of assessment documentation and access

The assessment agency will upload the result of assessment in the portal. The data will not be accessible for change by the assessment agency after the upload. The assessment data will be validated by MEPSC assessment team. After upload, only MEPSC can access this data.
MEPSC approves the results within a week and uploads result on SIP.

Guidelines for Trainer

Accommodation Guideline recommended for Inclusive

Trainers Persons with Low Vision (Visual Impairment)

Characteristics

- The learning happens through non-visual modes mostly by touch; hence it is recommended to use real, concretematerials.
- Listening will include greater use of detailed and descriptive instructions.
- Training which relates to understanding of smell and taste real & concrete material should be used e.g. job roleof pickle-making technician may include training on smell and taste.

Guidelines for Trainers

- Low Vision assessment is recommended before training Persons with Low Vision. Low Vision assessment helpsto assess the right training requirements for a Person with Low Vision.
  Please note: Low Vision assessment is different from a clinical eye exam. While the clinical procedure focuses on diagnoses and management of the eye disease, the priority in Low Vision assessment is to enable an individual to utilize his or her residual vision to its maximum potential. After the assessment, the person will beclear about the devices (optical or non-optical) that will work the best for her/him. The assessment can be donefrom any centre that is designated for Low Vision assessment.
- Facilitate the use of existing visual skills wherever/whenever you can by making the candidate sit closer to theboard.
- There should be appropriate lighting and contrast colors in the work area.
- Reserve a seat in the front row of the classroom (or, closer to the teacher).
- Keep the passages and available open spaces in the classroom clear.
- When speaking with the student specifically, address her/him by name.
- Modify/adapt assignments.
- Use educational aids like talking books, tape-recorders, use of color, contrast and texture.
- Minimize noise so that students can hear you speak.
- When speaking, face the class.
- If you feel the student is not attentive, touch her/ him on the shoulder or arm to draw attention; this also helpsin indicating to the student that you are including her/him in your instructions and discussions.
- Provide large print versions when needed so that the student can follow the classroom's text-based teachingand lessons along with the sighted peers.