



Model Curriculum

**QP Name: Hindi Typist
(Options: Hindi Stenography)**

QP Code: PWD/MEP/Q0210

QP Version: 1.0

NSQF Level: 4

Model Curriculum Version: 1.0

Expository: Speech and Hearing Impairment (E004)

**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	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/4131.9900
Minimum Educational Qualification and Experience	8 th pass with Hindi as one subject
Minimum Level of Education for Training in School	8 th pass
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	04-03-2020
Next Review Date	04-03-2025
NSQC Approval Date	
QP Version	Version number 1.0
Model Curriculum Creation Date	04-03-2020
Model Curriculum Valid Up to Date	04-03-2025
Model Curriculum Version	Version number 1.0
Minimum Duration of the Course	398 hrs
Maximum Duration of the Course	510 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.

- 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 Modules (PwD)	56:00hrs	54:00hrs	–	–	110:00hrs
<i>Bridge Module (PwD) Learn Basic ISL</i>	15:00hrs	15:00hrs	–	–	30:00hrs
<i>Bridge Module (PwD) Use Basic English</i>	25:00hrs	15:00hrs	–	–	40:00hrs
<i>Bridge Module (PwD) Personal and Social Skill</i>	08:00hrs	02:00hrs	–	–	10:00hrs
<i>Bridge Module (PwD) Professional & Ethical Behaviour in the Workplace</i>	08:00hrs	02:00hrs	–	–	10:00hrs
<i>Bridge Module (PwD) Developing Keyboarding Skills</i>	00:00hrs	20:00hrs	–	–	20:00hrs
<i>Bridge Module Introduction to Skill India and the job role of a Hindi Typist</i>	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	--		30:00 hrs
Use computers to store, retrieve and communicate information	10:00 hrs	20:00 hrs	--		30:00 hrs
MEP/N0236 Install and use various Hindi fonts and typing tools NOS Version No. 1 NSQF Level 4	29:00 hrs	34:00 hrs	--		63:00 hrs
Install and use various Hindi fonts and typing tools	29:00 hrs	34:00 hrs	--		63:00 hrs
MEP/N0238 Prepare various types of Hindi documents NOS Version No.1 NSQF Level 4	24 :00 hrs	32:00 hrs	--		56:00 hrs
Prepare various types of Hindi documents	24 :00 hrs	32:00 hrs	--		56:00 hrs
MEP/N0239 Proofread Hindi documents NOS Version No.1 NSQF Level 4	16:00 hrs	24:00 hrs	--		40:00 hrs
Proofread Hindi documents	16:00 hrs	24:00 hrs	--		40:00 hrs
MEP/N0241 Maintain records and documentation NOS Version No.1 NSQF Level 4	24:00 hrs	32:00 hrs	--		56:00 hrs
Maintenance of records and documentation	24:00 hrs	32:00 hrs	--		56:00 hrs
MEP/N9903 Apply health and safety practices at the workplace NOS Version No.1 NSQF Level 4	04:00 hrs	06:00 hrs	--		10:00 hrs
Workplace safety, rescue and first aid	04:00 hrs	06:00 hrs	--		10:00 hrs
MEP/N9912 Apply principles of professional practice at the workplace NOS Version No.1 NSQF Level 4	10:00 hrs	20:00 hrs	--		30:00 hrs

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Principles of Professional Practice	10:00 hrs	20:00 hrs	--		30:00 hrs
Total Duration	176 :00 hrs	222 :00 hrs	--		398 :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 4	32:00 hrs	80:00 hrs			112:00 hrs
Use Hindi Shorthand/ Hindi Stenography to prepare documents	32 :00 hrs	80:00 hrs	--		112:00 hrs
Total Duration	32:00 hrs	80:00 hrs	--		112:00 hrs

Module Details

Module 1: Learn Basic ISL

Mapped to: Bridge Module

Terminal Outcomes:

- Communicate using basic Indian Sign Language

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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

Duration: 25:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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, neighbourhoods, 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.). 	<ul style="list-style-type: none"> • 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

Terminal Outcomes:

- Manage Professional and Social behaviour

Duration: 08:00	Duration: 02:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 Behaviour in the Workplace

Mapped to: Bridge Module

Terminal Outcomes:

- Maintain professional and ethical behaviour in the work environment

Duration: 8:00	Duration: 02:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of Completing task/assignments on time/ by prioritizing. • Discuss the importance and challenges of team work in an organisation 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. 	<ul style="list-style-type: none"> • Prepare a work schedule prioritising given tasks. • Demonstrate effective team behaviour 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: Develop Key Boarding Skills

Mapped to: Bridge Module

Terminal Outcomes:

- Type short texts using QWerty keyboards correctly
- Format word documents using Keyboard shortcuts

Duration: 00:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
	<ul style="list-style-type: none"> • Demonstrate correct body posture while using Keyboard • Demonstrate hand and finger placement for proper keyboarding • Demonstrate correct keystroking techniques using the touch method. • Demonstrate techniques to reduce the number of errors while typing to develop accuracy. • Demonstrate keystroke shortcuts to format a word document. (for example, change paragraph alignment, bold /italicize text, Capitalize letters etc.).
Sample Classroom Aids	
Laptop, Desktop, 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 6: Introduction to Skill India and the job role of a Hindi typist

Mapped to: Bridge Module

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
<ul style="list-style-type: none"> • 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:	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

Module 7: Use computers to store, retrieve and communicate information

Mapped to: MEP/N0216

Terminal Outcome:

- Demonstrate storage, retrieval and communication of information using computers

Duration: 10:00	Duration: 20:00
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • 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. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • 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.
<p>Classroom Aids:</p> <p>Computer, printer, projector, white board/ flip chart, marker and duster</p>	
<p>Tools, Equipment and Other Requirements</p> <p>LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk</p>	

Module 8: Install and use various Hindi fonts and typing tools

Mapped to: MEP/N0236

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: 34:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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:	
Internet connection, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module 9: Prepare various types of Hindi documents

Mapped to: MEP/N0238

Terminal Outcome:

- Develop various types of documents on typewriter or using computers

Duration: 24:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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:	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module 10: Proofread Hindi documents

Mapped to: MEP/N0239

Terminal Outcome:

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

Duration: 16:00	Duration: 24:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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:	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module 11: Maintenance of records and documentation

Mapped to: MEP/N0241

Terminal Outcome:

- Describe various ways to maintain records and documentation.

Duration: 24:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module 12: Workplace safety, rescue and first aid

Mapped to: MEP/N9903

Terminal Outcomes

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

Duration: 04:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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), LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module 13: Principles of Professional Practice

Mapped to: MEP/N9912

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: 20:00
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • 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. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • 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	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

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: 80:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Annexure

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%.	<p>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.</p> <p>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.</p>

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 Speech and Hearing Impairment

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