Model Curriculum

QP Name: LED Light Repair Technician (Divyangjan)-LD

QP Code: PWD/ELE/Q9302

QP Version: 2.0

NSQF Level: 4

Model Curriculum Version: 2.0 Expository :

Locomotors Disability (E001)

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

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Training Parameters

Sector	Electronics
Sub-Sector	Solar & LED
Occupation	LED Light Testing and Quality Assurance
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	12th grade pass OR 11th grade pass with 1 year experience OR Completed 2nd year of 3-year diploma (after 10th) and pursuing regular diploma OR 10th grade pass plus 1-year NTC/ NAC plus 1 year experience OR 10th Grade pass with 2 year NTC (after 10th) OR 10th Grade Pass with 2 year relevant experience OR 8th grade pass plus 2-year NTC (after 8th) plus 1 Year NAC/CITS with 1 year of relevant experience OR 10th grade pass and pursuing continuous schooling OR Previous relevant Qualification of NSQF Level 3.0 with minimum education as 8th Grade pass with 3 year of relevant experience Min 18 Years
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	27/01/2022
Next Review Date	02/06/2026
NSQC Approval Date	05/01/2023
QP Version	2.0
Model Curriculum Creation Date	27/01/2022
Model Curriculum Valid Up to Date	02/06/2026

Model Curriculum Version	2.0
Minimum Duration of the Course	600 Hours

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:

- Demonstrate the process of diagnosing and repairing fault in LED Light.

- Explain the importance of following inclusive practices for all genders and PwD at work.

- Demonstrate various practices to be followed to maintain health and safety at work.

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 (Recommended)	On-the-Job Training Duration (Mandatory)	Total Duration
Bridge Module	**15:00**	**15:00**	**00:00**	**00:00**	**30:00**
Module 1: Introduction and orientation to the role of a LED Light Repair Technician	15:00	15:00	00:00	00:00	30:00
ELE/N9302: Diagnose and repair fault in LED Light **NOS Version- 2.0** **NSQF Level- 4**	**115:00**	**185:00**	**00:00**	**150:00**	**450:00**
Module 2: Process of diagnosing and repairing fault in LED Light	115:00	185:00	00:00	150:00	450:00
ELE/N9905 Work effectively at the workplace **NOS Version- 2.0** **NSQF Level- 4**	**10:00**	**20:00**	**00:00**	**00:00**	**30:00**
Module 3: Soft Skills and Work Ethics	10:00	20:00	00:00	00:00	30:00
ELE/N1002 Apply health and safety practices at the workplace **NOS Version- 2.0** **NSQF Level- 4**	**10:00**	**20:00**	**00:00**	**00:00**	**30:00**
Module 4: Basic Health and Safety Practice	10:00	20:00	00:00	00:00	30:00
Employability Skills DGT/VSQ/N0102	**60:00**	**00:00**	**00:00**	**00:00**	**60:00**

Introduction to Employability Skills	1.5	0:00	0:00	0:00	1.5
Constitutional values – Citizenship	1.5	0:00	0:00	0:00	1.5
Becoming a Professionalin the 21st Century	2.5	0:00	0:00	0:00	2.5
Basic English Skills	10	0:00	0:00	0:00	10
Career Development &Goal Setting	2	0:00	0:00	0:00	2
Communication Skills	5	0:00	0:00	0:00	5
Diversity & Inclusion	2.5	0:00	0:00	0:00	2.5
Financial and Legal Literacy	5	0:00	0:00	0:00	5
Essential Digital Skills	10	0:00	0:00	0:00	10
Entrepreneurship	7	0:00	0:00	0:00	7
Customer Service	5	0:00	0:00	0:00	5
Getting Ready for Apprenticeship &Jobs	8	0:00	0:00	0:00	8
Total Duration	**210:00**	**240:00**	**00:00**	**150:00**	**600:00**

Module Details

Module 1: Introduction and orientation to the role of a LED Light Repair Technician
Bridge Module

Terminal Outcomes:

- Discuss the job role of a LED Light Repair Technician.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the size and scope of the electronics industry and its sub-sectors. - Discuss the role and responsibilities of a LED Light Repair Technician. - Describe various employment opportunities for a LED Light Repair Technician.	- Show how to check the LED light engine with DC supply as per the voltage / current requirements of theproduct and replace the LED light engine if it is found faulty - Demonstrate the process of removingthe glass shell from the LED light and replacing the burnt-out/damaged LED strips - Create a sample feedback form to obtain feedback from customers, colleagues etc.
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Computer, Projection Equipment, PowerPoint Pre sentation and software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed, Keyboard, Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.	

Module 2: Process of diagnosing and repairing fault in LED Light
Mapped to ELE/N9302 v2.0

Terminal Outcomes:

- Demonstrate the process of finding and repairing component-level fault.
- Demonstrate the process of finding and repairing LED strip-level fault.
- Explain the importance of achieving the quality standards.

Duration: 115:00	Duration: 185:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain company's policies on incentives, testing & repairing standards and personnel management. - Explain company's standard operating procedures and processes related to LED Luminary product testing and repair. - Explain the importance of individual's role in the workflow. - Describe the reporting structure of the company. - State the safety and quality standards followed in the organization. - List various electronic & electrical components, materials and their specific properties & usages. - Explain the basics of power electronics and its usages in lighting controls, or LED power supplies and LED drivers. - State special safety and handling precautions to be taken during LED luminary testing. - Explain how to use multimeter, tester, LCR meter and power analyzer.	- Demonstrate how to do soldering of wires and make connections in case of loose, de-soldered wires and connections or dismantle the LED light if no loose, de-soldered wires and connections are found externally. - Show how to check the LED light engine with DC supply as per the voltage / current requirements of the product and replace the LED light engine if it is found faulty. - Show how to check the supply unit with AC supply/multimeter to find out the voltage/current output in case LED light Engine is not found defective. - Demonstrate the use of a multimeter to check the voltage/current output at different sections of the supply unit and find out the damaged section in case of no voltage/current output is found in the supply unit. - Demonstrate how to use a multimeter and individually check the components of the section where voltage output is found to be less than desired or no output. - Demonstrate the process of repairing or replacing the damaged components/SMPs as per the organisational standards and procedures. - Show how to check the output voltage/current of the supply unit again with a multimeter and reassemble the LED light if repaired/replaced supply unit is

	found okay.
	• Demonstrate the process of removing the glass shell from the LED light and replacing the burnt-out/damaged LED strips.
	• Demonstrate the process of replacing the glass shell on the LED Light and close it if all the strips are found operational.
	• Show how to document the fault diagnosis and repair process as per SOP.

Classroom Aids

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop, Computer, Projection Equipment, PowerPoint Pre sensation and software, Facilitator's Guide, Participant's Handbook.

Tools, Equipment and Other Requirements

Electric circuit components such as diode, transistor, IC, LED, transformer, resistor, capacitor, thermistor, inductor, timer, motor, starter, connector, switch, PCB, relay and circuit breaker, Multimeter, power source, Ammeter, voltmeter, Soldering Iron, soldering ware, desoldering pump, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed, Keyboard, Pencil

Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.

Module 3: Soft Skills and Work Ethics
Mapped to ELE/N9905 v2.0

Terminal Outcomes:

- Work effectively at the workplace.
- Implement the practices related to gender and PwD sensitization.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- State the importance of work ethics and workplace etiquette - State the importance of effective communication and interpersonal skills. - Explain ways to maintain discipline at the workplace. - Discuss the common reasons for interpersonal conflict and ways of managing them effectively. - Discuss the importance of following organisational guidelines for dress code, time schedules, language usage and other behavioural aspects. - Explain the importance of working as per the workflow of the organisation to receive instructions and report problems. - Explain the importance of conveying information/instructions as per defined protocols to the authorised persons/team members. - Explain the common workplace guidelines and legal requirements on non-disclosure and confidentiality of business-sensitive information. - Describe the process of reporting grievances and unethical conduct such as data breaches, sexual harassment at the workplace, etc. - Explain the concept and importance of gender sensitivity and equality. - Discuss ways to create sensitivity for different genders and Persons with Disabilities (PwD).	- Develop a sample plan to achieve organisational goals and targets. - Create a sample feedback form to obtain feedback from customers, colleagues etc. - Roleplay to demonstrate the use of professional language and behaviour that is respectful of PwD and all genders. - Apply organisational protocol on data confidentiality and sharing only with the authorised personnel.

- Discuss ways of dealing with heightened emotions of self and others.

Classroom Aids

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop, Computer, Projection Equipment, PowerPoint Pre sentation and software, Facilitator's Guide, Participant's Handbook.

Tools, Equipment and Other Requirements

Sample Of Escalation Matrix, Organization Structure, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed, Keyboard, Pencil

Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.

Module 4: Basic Health and Safety Practice
Mapped to ELE/N1002 v2.0

Terminal Outcomes:

- Apply health and safety practices at the workplace.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss job-site hazards, risks and accidents. - Explain the organizational safety procedures for maintaining electrical safety, handling tools and hazardous materials. - Elaborate on electronic waste disposal procedures. - Describe the process of disposal of hazardous waste - List the name and location of concerned people, documents and equipment for maintaining health and safety in the workplace. - Describe how to interpret warning signs while accessing sensitive work areas. - Explain the importance of good housekeeping. - Describe the importance of maintaining appropriate postures while lifting heavy objects. - List the types of fire and fire extinguishers. - Explain the importance of efficient utilization of water, electricity and other resources. - List the common sources of pollution and ways to minimize it. - Describe the concept of waste management and methods of disposing hazardous waste. - Explain various warning and safety signs. - Describe different ways of preventing accidents at the workplace.	- Demonstrate the use of protective equipment suitable as per tasks and work conditions. - Prepare a report to inform the relevant authorities about any abnormal situation/behavior of any equipment/system. - Administer first aid in case of a minor accident. - Demonstrate the steps to free a person from electrocution safely. - Administer Cardiopulmonary Resuscitation (CPR). - Demonstrate the application of defined emergency procedures such as raising alarm, safe/efficient, evacuation, moving injured people, etc. - Prepare a sample incident report. - Use a fire extinguisher in case of a fire incident. - Demonstrate the correct method of lifting and handling heavy objects.

Classroom Aids

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop, Computer, Projection Equipment, PowerPoint Pre sensation and software, Facilitator's Guide, Participant's Handbook.

Tools, Equipment and Other Requirements

Personal Protection Equipment: Safety Glasses, Head Protection, Rubber Gloves, Safety Footwear, Warning Signs and Tapes, Fire Extinguisher, First Aid Kit, Fire Extinguishers and Warning Signs, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed, Keyboard, Pencil

Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.

Module 5: On-the-Job Training
Mapped to LED Light Repair Technician

Mandatory Duration: 150:00	Recommended Duration: 00:00
Location: On Site	

Terminal Outcomes

1. Identify loose, de-soldered wires and connections if the light does not switch on when connecting the non-functional LED Light with the AC source.
2. Checking the LED light engine with DC supply as per the voltage / current requirements of the product and replace the LED light engine if it is found faulty.
3. Repairing or replacing the damaged components / SMPs as per the organisatinal standards and Procedures.
4. Checking the output voltage/current of the supply unit again with multimeter and reassemble the LED light if repaired / replaced supply unit is found okay.
5. Communicating effectively at the workplace.
6. Applying health and safety practices at the workplace.

ESSCI
Skilling India in Electronics

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

Module Name : Employability Skills **DGT/VSQ/N0102**
Mapped to (Bridge Module)

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

Duration: 60:00
Key Learning Outcomes
Introduction to Employability Skills Duration: 1.5 Hours After completing this programme, participants will be able to: 1. Discuss the Employability Skills required for jobs in various industries 2. List different learning and employability related GOI and private portals and their usage Constitutional values - Citizenship Duration: 1.5 Hours 3. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen 4. Show how to practice different environmentally sustainable practices. Becoming a Professional in the 21st Century Duration: 2.5 Hours 5. Discuss importance of relevant 21st century skills. 6. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. 7. Describe the benefits of continuous learning. Basic English Skills Duration: 10 Hours 8. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone 9. Read and interpret text written in basic English 10. Write a short note/paragraph / letter/e -mail using basic English Career Development & Goal Setting Duration: 2 Hours 11. Create a career development plan with well-defined short- and long-term goals Communication Skills Duration: 5 Hours 12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. 13. Explain the importance of active listening for effective communication 14. Discuss the significance of working collaboratively with others in a team

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Diversity & Inclusion Duration: 2.5 Hours
15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD
16. Discuss the significance of escalating sexual harassment issues as per POSH act.

Financial and Legal Literacy Duration:5 Hours
17. Outline the importance of selecting the right financial institution, product, and service
18. Demonstrate how to carry out offline and online financial transactions, safely and securely
19. List the common components of salary and compute income, expenditure, taxes, investments etc.
20. Discuss the legal rights, laws, and aids

Essential Digital Skills Duration: 10 Hours
21. Describe the role of digital technology in today's life
22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
23. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely
24. Create sample word documents, excel sheets and presentations using basic features 25. utilize virtual collaboration tools to

work effectively Entrepreneurship Duration: 7 Hours
26. Explain the types of entrepreneurship and enterprises
27. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan
28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
29. Create a sample business plan, for the selected business opportunity

Customer Service Duration: 5 Hours
30. Describe the significance of analyzing different types and needs of customers
31. Explain the significance of identifying customer needs and responding to them in a professional manner.
32. Discuss the significance of maintaining hygiene and dressing appropriately

Getting Ready for apprenticeship & Jobs Duration: 8 Hours 33. Create a professional Curriculum Vitae (CV)
34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
35. Discuss the significance of maintaining hygiene and confidence during an interview
36. Perform a mock interview
37. List the steps for searching and registering for apprenticeship opportunities

Classroom Aids:
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster

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

Annexure

Trainer Requirements

Trainer Prerequisites					
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma/ ITI	Electrical/ Electronics/ Mechanical	1	LED Light Repairing	1	Electronics	

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
"**LED Light Repair Technician**", "ELE/Q9302,v2.0", Minimum accepted score is 80%	Recommended that the trainer is certified for the Job role "Trainer" mapped to the Qualification Pack "MEP/Q2601". Minimum accepted score is 80% aggregate	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.

Assessor Requirements

Assessor Prerequisites					
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Diploma/ ITI	Electrical/ Electronics/ Mechanical	2	LED Light Repairing	1	Electronics	

Assessor Certification		
Domai n Certific ation	**Platform Certification**	**Disability specific Top Up training**
"**LED Light Repair Technician**", "ELE/Q9302, v2.0", Minimum accepted score is 80%	"Trainer", "MEP/Q2601" with a minimum score of 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

1. Assessment System Overview:
   - Batches assigned to the assessment agencies for conducting the assessment on SDMS/SIP or email
   - Assessment agencies send the assessment confirmation to VTP/TC looping SSC
   - The assessment agency deploys the ToA certified Assessor for executing the assessment
   - SSC monitors the assessment process & records

2. Testing Environment

   To ensure a conducive environment for conducting a test, the trainer will:
   - Confirm that the centre is available at the same address as mentioned on SDMS or SIP
   - Check the duration of the training.
   - Check the Assessment Start and End time to be 10 a.m. and 5 p.m. respectively
   - Ensure there are 2 Assessors if the batch size is more than 30.
   - Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
   - Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
   - Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
   - Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:
   - Question papers created by the Subject Matter Experts (SME)
   - Question papers created by the SME verified by the other subject Matter Experts
   - Questions are mapped with NOS and PC
   - Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
   - The assessor must be ToA certified and the trainer must be ToT Certified
   - The assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:
   - Time-stamped & geotagged reporting of the assessor from assessment location
   - Centre photographs with signboards and scheme-specific branding
   - Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
   - Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:

   To verify the details submitted by the training centre, the assessor will undertake:
   - A surprise visit to the assessment location
   - A random audit of the batch
   - A random audit of any candidate

6. Method for assessment documentation, archiving, and access

   To protect the assessment papers and information, the assessor will ensure:
   - Hard copies of the documents are stored

- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
- Soft copies of the documents & photographs of the assessment are stored on the Hard drive

Persons with Locomotor Disability

Characteristics

Students with physical disabilities may experience limitations in one of the following ways:

• Writing;

• Sitting at a standard desk or on the floor;

• Participating in activities where tables and instruments are difficult to access;

• Movements within the class and within the school;

• Mobility in spaces that are not user friendly for wheelchair.

Guidelines for Trainers

1. Provide a supportive and welcoming environment by sensitizing other students /staff for creating a sense of responsibility in them.

2. Make the classroom accessible.

3. Sitting plan should include accommodating a Person using Wheelchair in the front row.

4. Provide accessible seating arrangement. The height of the table should be accessible for Persons using wheelchair.

5. Make writers available for written work and for tests and exams if the candidate has difficulty in writing owing to upper limb dysfunction.

6. Give additional time for completing assignments/exams.

7. Consider alternative to activities involving writing, drawing and other fine motor activities, such as sorting, threading, solving puzzles, etc. for persons whose upper limbs are affected.

8. Free movement of learners within the class must be ensured by keeping the classroom environment clutter free. There should be accessible walking space for safe walking with no protruding objects or obstacles in the classroom/laboratory or corridors.

9. Students can use adapted brushes, modified pencils and thick markers that can be gripped easily, for drawing. Alternatively, the candidates can use stamping methods or paste cut outs. The books, papers, brushes etc. can be fixed on the table with the help of tape etc. so that they do not slip down.

10. For assessment, have students present the material orally or if required, with the help of a scribe. Use objective type, multiple type questions using yes/no or true/false answers.

i. Structured Interview: This tool will be used to assess the conceptual understanding and the behavioural aspects as regards the job role and the specific task at hand.

11.

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	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
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
ISO	International Organization for Standardization
NCO	National Occupational Standards
NOS	National Skills Qualification Committee
NSQF	National Skills Qualification Framework
OJT	On-the-Job Training
OMR	Optical Mark Recognition
PC	Performance Criteria
PwD	Persons with Disabilities
QP	Qualification Pack
SDMS	Skill Development & Management System
SIP	Skill India Portal
SME	Small and Medium Enterprises
SOP	Standard Operating Procedure
SSC	Sector Skill Council
TC	Trainer Certificate
ToA	Training of Assessors
ToT	Training of Trainers
TP	Training Provider