QP Name: Radio Jockey (Divyangjan) - LV

QP Code: PWD/MES/Q1910

QP Version: 1.0

NSQF Level: 5

Model Curriculum Version: 1.0

Expository: - Low Vision (E003)

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

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Training Parameters

Sector	**Media and Entertainment**
Sub-Sector	**Radio**
Occupation	Journalism
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2641.9900
Minimum Educational Qualification and Experience	2nd year UG pass OR Pursuing 2nd year UG and continuous education OR Completed 2 year diploma after 12th OR 12th Class + 2 yrs of relevant experience OR 3 year Diploma after 10th with1 yr of relevant experience OR NSQF Level 4 with 3 years of experience as Assistant Designer *12th grade pass with no experience OJT/internship of 8 months *Diploma after 10th with no experience OJT/internship of 4 months *Previous relevant Qualification of NSQF level 4 with no experience OJT/internship of 12 months
Pre-Requisite License or Training	NA
Minimum Job Entry Age	22 Years
Last Reviewed On	09/03/2022
Next Review Date	30/03/2026
NSQC Approval Date	**31/8/2023**
QP Version	1.0
Model Curriculum Creation Date	17/03/2022
Model Curriculum Valid Up to Date	30/03/2026
Model Curriculum Version	1.0

Minimum Duration of the Course	1230 Hours
Maximum Duration of the Course	1320 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.

- Analyse the job of Radio Jockey
- Conduct research for content and relevant links
- Conduct interview and broadcast
- Update the radio station's website with content on upcoming shows
- Comply with Applicable Law and Regulation
- Maintain workplace health and Safety

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)	**57:00**	**183:00**			**240:00**
Learn Basic English Bridge Module (PwD)	21:00	24:00			45:00
Use Smartphone Bridge Module (PwD)	03:00	18:00			21:00
Learn basic braille Bridge Module (PwD)	03:00	21:00			24:00
Computer Training Bridge Module (PwD)	30:00	120:00			150:00
MES/N1925: Analyse the job of RJ v1.0	**40:00**	**80:00**			**120:00**
MES/N1926: Research for content and relevant links v1.0	**60:00**	**90:00**			**150:00**
MES/N1927: Conduct interview and broadcast v1.0	**30:00**	**120:00**			**150:00**
MES/N1928: Update the radio station's website with content on upcoming Shows v1.0	**30:00**	**120:00**			**150:00**
MES/N2817: Comply with Applicable Law and Regulation v1.0	**90:00**	**30:00**			**120:00**
MES/N0104: Maintain Workplace Health & Safety v1.0	**20:00**	**40:00**			**60:00**
Employability Skills	**60:00**	**00:00**			**60:00**

Introduction to Employability Skills	01:50	00:00			01:50
Constitutional values – Citizenship	01:50	00:00			01:50
Becoming a Professional in the 21st Century	02:50	00:00			02:50
Basic English Skills	10:00	00:00			10:00
Career Development & Goal Setting	02:00	00:00			02:00
Communication Skills	05:00	00:00			05:00
Diversity & Inclusion	02:50	00:00			02:00
Financial and Legal Literacy	05:00	00:00			05:00
Essential Digital Skills	10:00	00:00			10:00
Entrepreneurship	07:00	00:00			07:00
Customer Service	05:00	00:00			05:00
Getting Ready for Apprenticeship & Jobs	08:00	00:00			08:00
Total Duration	**387:00 hrs**	**843:00 hrs**	-	90:00 hrs	**1230hrs +90hrs OJT**

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: 21:00	Duration: 24:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Identify and write Alphabet 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 for example instructions related to direction, safety, 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	
Laptop, Computer, OCR Scanner, Screen readers, Digital/Handheld Magnifiers	
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)	

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 emails, and web browsing.

Duration: 03:00	Duration: 18:00
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
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)

Module 3: Learn Basic Braille

Mapped to: Bridge Module

Terminal Outcomes:

- Read and write basic Braille.

Duration: 03:00	Duration: 21:00
Theory: Key Learning Outcomes	**Practical: Key Learning Outcomes**
- Discuss the history and significance of the invention of Braille. - Describe the concept of Dots and Cells in Braille. - Distinguish between Old and modern Braille slates.	- Read and write text in Braille by using appropriate hand movements - Recognize Braille characters, words, sentences, paragraphs, and placement of text. - Demonstrate use of Braille equipment (such as Positioning Braille slate, inserting paper in the slate, use of stylus). - Demonstrate correct sitting posture while using Braille devices. - Demonstrate how to use technology to replace manual Braille typing (such as using Orbit 20).
Classroom Aids	
Braille books. Braille Cubes. Braille Slate and Stylus; Braille Sheets; Braille Typewriter.	
Tools, Equipment and other requirements	
- Audio Films on Braille teaching with visual portions described and demonstrated by the trainer on one to one basis. - Sheets containing words/ sentences/ paragraphs in local language in open (uncontracted) Braille. - Books in interline and inter point local language in open (uncontracted) Braille. - Computer. - Low cost Braille note taker. - Stylus and interline and interpoint Braille slate. - Braille writing paper. - Braille Note taker such as Orbit 20.	

Module 4: Computer Training

Mapped to: Bridge Module

Terminal Outcomes:

● Learn the basics of computers.

Duration: 30:00	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)	

Module 5: Analyse the job of Radio Jockey
MES/N1925 v1.0

Terminal Outcomes: After the successful completion of this module, the Participant will be able to:

- Describe and demonstrate the role of Radio Jockey
- Discuss ways to connect with and entertain listeners

Duration: *40:00*	**Duration**: *80:00*
Theory – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:	**Practical – Key Learning Outcomes After the successful completion of this module, the Participant will be able to :**
• Describe the role of Radio Jockey • Analyse the equipment to be used to broadcast • Discuss various ways to connect with audience • Identify topics to entertain listeners	• Demonstrate the role of Radio Jockey • Prepare daily programme schedule and book broadcast slots • Demonstrate ways to connect with audience • Show how to manage playlist • Demonstrate ways to keep the listeners enlightened on related updates like traffic reports, weather reports, souvenirs etc.
Classroom Aids:	
Laptop, whiteboard, marker, projector	
Tools, Equipment and Other Requirements	
Related software, 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)	

Module 6: Research for content and relevant links
MES/N1926 v1.0

Terminal Outcomes: After the successful completion of this module, the Participant will be able to:
- Conduct research on relevant topics.
- Prepare script for radio shows and verify the content to be broadcasted

Duration: 60:00	Duration: 90:00
Theory – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:	**Practical – Key Learning Outcomes After the successful completion of this module, the Participant will be able to :**
• Discuss the ways to verify the content to be broadcasted. • Elaborate the ways to arrange song in line with the script demand • Discuss ways to compare the topic/ content with similar incidents/ topics which needs to be communicated	• Conduct research on topics and relevant link of the incident /topics • Prepare script for the radio shows and verify the track • Demonstrate ways of using sound equipment • Show ways of coordinating with producer to present shows
Classroom Aids:	
Laptop, whiteboard, marker, projector	
Tools, Equipment and Other Requirements	
Related software, PCs/Laptops , Internet with Wi-Fi (Min 2 Mbps Dedicated) , Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed, Keyboard, Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.	

Module 7: Conduct interview and broadcast

MES/N1927 v1.0

Terminal Outcomes: After the successful completion of this module, the Participant will be able to:

- Identify the objectives and relevance of the interview and prepare questions based on the type of interview
- Conduct interviews of celebrities and other guests and successfully manage the flow of the interview.
- Identify sensitive issues and demonstrate ways to telecast them in appropriate manner.

Duration: *30:00*	Duration: *120:00*
Theory – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:	**Practical – Key Learning Outcomes** After the successful completion of this module, the Participant will be able to :
- Elaborate various ways to map out promotional contests. - Discuss the ways to identify the objectives and relevance of the interview. - Discuss ways to identify various verbal and non-verbal cues of the interviewee - Identify various challenges that may come up while conducting interviews. - Describe various ways to edit an interview needs to be broadcasted on the air. - Discuss ways to identify sensitive issues.	- Create an interesting content for listeners - Show how to interview celebrities and other guests - Demonstrate ways to supervise set-up activities to ensure the smooth running of the interview across different mediums and formats. - Prepare pertinent questions based on the type of interview being conducted and editorial goals across. - Show how to successfully manage the flow of the interview - Show how to host outdoor shows or events - Demonstrate ways to coordinate with producer for advertisement and business strategy - Show how to give voice over for the advertisements and promos - Demonstrate ways to telecast commentary, storytelling and news of importance
Classroom Aids:	
Laptop, whiteboard, marker, projector	
Tools, Equipment and Other Requirements	
Related software, 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)	

Module 8: Update the radio station's website with content on upcoming shows

MES/N1928 v1.0

Terminal Outcomes: After the successful completion of this module, the Participant will be able to:

- Identify and demonstrate ways to promote radio station.
- Update the website of radio station

Duration: 30:00	Duration: 120:00
Theory – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:	**Practical – Key Learning Outcomes** After the successful completion of this module, the Participant will be able to:
- List various social media platforms to promote radio station. - Identify various ways to popularize shows to attract listeners - Discuss various ways to arrange applicable content, calendar, show list, contest etc. for updating website	- Demonstrate ways to promote radio station through social media. - Demonstrate ways to coordinate with producer to manage advertisement - Show how to regularly update the slot/schedule and manage the time slots for upcoming shows - Show how to update website of radio station
Classroom Aids:	
Laptop, whiteboard, marker, projector	
Tools, Equipment and Other Requirements	
Related software, 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)	

Module 9: Comply with Applicable Law and Regulation

MES/N2817 v1.0

Terminal Outcomes: After the successful completion of this module, the Participant will be able to:

- Describe various legal frameworks being applicable at workplace
- Explain the risks of non-compliance for oneself and the organization

Duration: *90:00*	Duration: *30:00*
Theory – Key Learning Outcomes After the successful completion of this module, the Participant will be able to:	**Practical – Key Learning Outcomes** After the successful completion of this module, the Participant will be able to:
• Discuss the applicable legal and regulatory framework that apply to one's work using the respective source documents and training material • Identify instances where either one's own or someone else's work may not comply fully with the framework • List the risks of non-compliance for oneself and the organization. • Explain the legal and regulatory requirements specific to the organization are being adhered to.	• Show how to escalate instances of non-compliance to the concerned authority.
Classroom Aids:	
Laptop, whiteboard, marker, projector	
Tools, Equipment and Other Requirements	
Document on applicable law and regulation , 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)	

Terminal Outcomes: After the successful completion of this module, the Participant will be able to:

- Discuss the health, safety and security risks prevalent in the workplace and report health and safety issues to the person responsible for health and safety and the resources available.
- Comply with procedures in the event of an emergency
- Discuss the various safety precautions to be taken.

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes **After the successful completion of this module, the Participant will be ableto:**	**Practical – Key Learning Outcomes** **After the successful completion of this module, the Participant will be able to:**
- Recall health, safety and security- related guidelines and identify the risks involved. - Maintain correct posture while working and maintain and use the first aid kit whenever required. - report health and safety risks/ hazards to concerned personnel - Recall people responsible for health and safety and able to contact in case of emergency - Illustrate security signals and other safety and emergency signals - Explain the process to identify and report risk. - Enumerate and recommend opportunities for improving health, safety, and security to the designated person - Describe how to report any hazards outside the individual's authority to the relevant person in line with organisational procedures and warn other people who may be affected - complying with procedures in the event of an emergency - Explain the impact of the violation of safety procedures.	- Identify the different types of health and safety hazards in a workplace - Practice safe working practices for own job role - Perform evacuation procedures and other arrangements for handling risks - Perform the reporting of hazard - identify and document potential risks like sitting postures while using the computer, eye fatigue and other hazards in the workplace - Demonstrate the use of Personal Protective Equipment (PPE) appropriately.
Classroom Aids:	
Laptop, whiteboard, marker, projector, Health and Safety Signs and policy	
Tools, Equipment and Other Requirements	
Health and Safety Signs and policy , 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)	

Employability Skills DGT/VSQ/N0102

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

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/Smart Board, Marker, Duster
Tools, Equipment, and Other Requirements
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 , UPS as required , Scanner cum Printer as required , Computer Tables as required Computer Chairs As required , LCD Projector as required , White Board 1200mm x 900mm As required

Annexure

Trainer Requirements

<table>
<tr>
<th colspan="6">Trainer Prerequisites</th>
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<tr>
<th rowspan="2">Minimum Educational Qualification</th>
<th rowspan="2">Specialization</th>
<th colspan="2">Relevant Industry Experience</th>
<th colspan="2">Training Experience</th>
<th rowspan="2">Remarks</th>
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<tr>
<th>Years</th>
<th>Specialization</th>
<th>Years</th>
<th>Specialization</th>
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<tr>
<td>Master in Journalism</td>
<td>Journalism</td>
<td>2</td>
<td>Relevant experience required in Journalism</td>
<td>1</td>
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<td>-</td>
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<tr>
<td colspan="6" align="center">OR</td>
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<tr>
<td>Bachelor in Journalism</td>
<td>Journalism</td>
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<table>
<tr>
<th colspan="3">Trainer Certification</th>
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<tr>
<th>Domain Certification</th>
<th>Platform Certification</th>
<th>Disability specific Top Up training</th>
</tr>
<tr>
<td>Certified for Job Role: "Radio Jockey" mapped to QP: "MES/Q1910", version 1.0. Minimum accepted score as per SSC guidelines is 80%.</td>
<td>Recommended that the Trainer "Trainer(VET and Skills)", "MEP/Q2601, v2.0" with a scoring ofminimum 80%</td>
<td>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</td>
</tr>
</table>

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Master in Journalism	Journalism	4	**Relevant experience required in Journalism**	**2**	-	-
OR						
Bachelor in Journalism	**Relevant trade**	5	**Relevant experience required in Journalism**	**3**		

Assessor Certification		
Domain Certification	**Platform Certification**	**Disability specific Top Up training**
Certified for Job Role: "Radio Jockey" mapped to QP: "MES/ Q1910", version 1.0. Minimum accepted score as per SSC guidelines is 80%.	"Assessor(VET and Skills)", "MEP/Q2701, v2.0" with the scoringof minimum 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

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC.

2. Each NOS will be assessed both for theoretical knowledge and practical

3. The assessment will be based on knowledge bank of questions created by the SSC.

4. Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre

5. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS

6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

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, concrete materials.
- 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 role of 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 helps to 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 be clear about the devices (optical or non-optical) that will work the best for her/him. The assessment can be done from 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 the board.
- 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 helps in 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 teaching and lessons along with the sighted peers.