

**CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE****Name and address of submitting body:**

**Skill Council for Persons with Disability**  
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**Name and contact details of individual dealing with the submission**

**Name:** Mr. Ravindra Singh

**Position in the organization:** Chief Executive Officer

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**List of documents submitted in support of the Qualifications File**

1. QP- PWD/Q0101
2. Join observation sheet
3. Model Curriculum
4. Sector Report
5. Career Map/Progression of Trainer- PwD

**Model Curriculum to be added which will include the following:**

- Indicative list of tools/equipment to conduct the training
- Trainers qualification
- Distribution of training duration into theory/practical

## SUMMARY

1	<b>Qualification Title</b>	Trainer -Persons with Disability (PwD)
2	<b>Qualification Code, if any</b>	PWD/Q0101
3	<b>NCO code and occupation</b>	NCO-2015/2424.9901, Training delivery
4	<b>Nature and purpose of the qualification (please specify)</b>	Trainer– Person will fill the gap of such a training resource for bringing quality in training of PwD. this will be offered as a Top Up to the Existing guidelines for the Trainer approved by the Domain. The individual will create effective learning methodologies for optimizing learning by Persons with Disabilities
5	<b>whether qualification is short term or long term</b>	Short term
6	<b>Body/bodies which will award the qualification</b>	Skill Council for Persons with Disability (SCPwD)
7	<b>Body which will accredit providers to offer courses leading to the qualification</b>	Skill Council for Persons with Disability (SCPwD)
8	<b>Whether accreditation/affiliation norms are already in place or not, if applicable (if yes, attach a copy)</b>	The Training Partner Accreditation norms as per the Guidelines issued by SCPWD
9	<b>Occupation(s) to which the qualification gives access</b>	Training Delivery
10	<b>Job description of the occupation</b>	Trainer– Person with Disability will impart knowledge of a specific trade or occupation by identifying the diverse needs of the Trainees with Disability. The individual will create effective learning methodologies using assistive devices/ aids/ technology during training delivery for optimizing learning.
11	<b>Licensing requirements</b>	Not Required
12	<b>Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)</b>	Not Applicable
13	<b>Proposed level of the qualification in the NSQF.</b>	Level – 5
14	<b>Anticipated volume of training/learning required to complete the qualification.</b>	32 hours
15	<b>complete the qualification Indicative list of training</b>	Training Kit (trainer guide, presentations etc.), white board marker, duster, projector, laptop, flip chart, speaker system, Literature related to disability from WHO, UNCRPD, history of situation of disability in India, PwD Act (1995), RPwD Act (2016), The National Trust Act (1999) and other relevant PwD related Acts/legislations in India.

16	<b>Tools required to deliver this qualification</b>	Tools and teaching aids for PwD like Magnifier, audiobooks, visual aids, Large Font handouts, wheelchair, Public Address system, Audio Aids, Books in Braille, other common assistive and supportive aids for specific Disabilities etc. Ai-live, speech to text etc. other common assistive and supportive aids for Persons with Speech and Hearing Impairment One-handed keyboard, sticky keys etc. other common assistive and supportive aids for Persons with Locomotor Disability		
17	<b>Entry requirements / recommendations.</b>	As per the domain		
18	<b>Minimum age</b>	18 Years		
19	<b>Progression from the qualification.</b>	Vertical progression- Lead Trainer (MEP/Q0101), Training Centre Manager, (MEP/Q2604), Instructional Designer (MEP/Q2901), Training Material Developer (MEP/Q2902)& Master Trainer Horizontal progression- Domain Assessor, Domain Trainer & Assessor-Pwd		
20	<b>Planned arrangements for RPL.</b>	To be planned.		
21	<b>International comparability where known.</b>	Not Yet Established		
22	<b>Date of planned review of the qualification</b>	30/06/2023		
23	<b>Formal structure of the qualification</b>			
24	<b>Title of component and identification code/NOSs/Learning outcomes</b>	<b>Estimated size (learning hours)</b>		<b>Level</b>
		Theory hours	Practical hours	
	Bridge Module	00:30	00:30	5
	Conduct training for Persons with Disability PWD/N0101	07:00	02:30	5
	Work effectively with others (PWD/N0102)	01:00	01:00	5
	Apply health and safety practices for Persons with Disability PWD/N0103	02:00	01:00	5
	<b>Sub Total (A)</b>	11:00	04:30	
	<b>Optional components</b>			
	<b>Title of component and identification code/NOSs/ Learning outcomes</b>	<b>Estimated size (learning hours)</b>		<b>Level</b>
		Theory hours	Practical hours	
	Adapt training for learners with Visual Impairment (VI) (PWD/N0104)	02:30	03:30	5
	Adapt training for learners with Speech and Hearing Impairment (SHI) (PWD/N0105)	02:30	03:00	5

Adapt training for learners with Locomotor Disability (LD) (PWD/N0106)	02:30	02:30	5
<b>Subtotal (B)</b>	<b>07:30</b>	<b>9:00</b>	

**Total (A + B) = 32:00**

### Section 1

#### Assessment

<b>25.</b>	<p><b>Body/Bodies which will carry out assessment:</b></p> <p>The Assessment agencies empaneled with SCPwD will carry out the assessments which includes: Mettl, Trendsetter, Aspiring Minds, Co cubes, Eduvantage, CII, Wheebox, SPIWD, Iris- Corp, CEE Vision, FICCI.</p>
<b>26</b>	<p><b>How will RPL assessment be managed and who will carry it out?</b></p>
<b>27</b>	<p><b>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</b></p> <p><b><u>Overall Assessment strategy</u></b></p> <p><b><u>Pre- Assessment phase-</u></b></p> <ol style="list-style-type: none"> <li>Batches assigned to the Assessment Agency for conducting the assessment on SDMS/ SIP/ Email by SCPwD.</li> <li>Assessment Agency send the confirmation to SCPwD</li> <li>Assessment Agency deploys the ToA certified Assessor for conducting assessment.</li> </ol> <p><b><u>Assessment phase-</u></b></p> <ol style="list-style-type: none"> <li>The Assessor verifies the identity through Aadhar Card and reports to SCPwD in case of any discrepancy.</li> <li>The candidates are briefed on the assessment process.</li> <li>The candidates sign the attendance sheet post validation of photo id proof for each candidate, maintained by the Assessment Agency</li> <li>The candidates attempt the assessment on TAB/Computer system</li> <li>The Assessor takes photos and videos of respective occurrences and complete the documentation formalities</li> </ol> <p><b><u>Post- Assessment phase-</u></b></p> <ol style="list-style-type: none"> <li>The Assessment Agency prepare the result and share it with SCPwD in prescribe format</li> <li>SCPwD further shares the result with the Training Providers</li> </ol> <p><b><u>Assessment Quality Assurance levels / Framework</u></b></p> <ol style="list-style-type: none"> <li>Question papers created by the subject matter experts from assessment agencies and approved by SCPwD.</li> <li>Question Papers are mapped with NOS and PC</li> <li>Question papers are prepared considering that level 1 to 3 is for the unskilled &amp; semi-skilled individuals, and level 4 and above are for the skilled, supervisor &amp; higher management</li> <li>Assessor must be ToA certified and master trainer should be certified on SIP.</li> <li>Assessment agency must follow the assessment guidelines to conduct the assessment developed</li> <li>Attendance sheet checking.</li> </ol>

Please attach most relevant and recent documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information

**28. Assessment evidences**

**Title of Component:**

Recommended Pass % aggregate for QP: 80

AssessmentCriteriaforOutcomes	Theory Marks	Practical Marks	Project Marks	VivaMarks
<i>Plan and prepare a program for PwDs</i>				
PC1. apply currently accepted practices for planning and design of specific programs to meet individual needs	3			2
PC2. identify specific needs by conducting routine classroom assessments and reading existing records.	3			2
PC3. establish planned outcomes including key milestones and targets	3			2
PC4. plan functional strategies to meet developmental needs via research etc.				2
PC5. identify relevant support requirements for PwD	2			3
PC6. plan adaptation training methodologies and activities in consultation with the Person with Disability or their parents/ guardians as and when required.	2		4	1
<i>Establish operational arrangements</i>				
PC7. arrange required resources as per the specific needs of the learners with Disability prior to program commencement.	3			2
PC8. enlist specialist communication support where it is required (e.g. ISL Interpreter, Braille experts & scribe support)				2
<i>Conduct the session</i>				
PC9. establish rapport with PwD and/ or their parents/ guardians as and when required.	2			2

PC10. conduct activities to develop peer relationships and enhance emotional well-being of PwD.				2
PC11. ensure efficient classroom management	2			
PC12. update own instructional practices with changing trends on assistive aids and barrier-free technologies, and other developments in the field.	3			2
PC13. conduct appropriate activities within a program as per the needs of PwD to increase participation and training outcomes.	2			2
PC14. monitor the participation and progress of PwD	2			
PC15. assist with the use of aids, including modification, as required.	3			2
PC16. follow organisation procedures for the collection of equipment and check for damage and/or wear post session	2			3
<i>Evaluate the effectiveness of the session</i>				
PC17. evaluate the effect of program on self-esteem and confidence of PwD				2
PC18. provide and seek feedback on session technique, participation and correct usage of equipment from PwD and their parents/ guardians as and when required and make adjustments accordingly				2
PC19. identify remedial measures if outcomes are not met	2			
PC19. modify the session based on findings to ensure the individual's needs continue to be met	2			2
NOS Total	36		4	35

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Behave appropriately</i>				
PC1. encourage the use of people-first language	2			2
PC2. follow dos and don'ts of interacting with Persons with Disability (e.g. make eye contact and clear facial expression while talking to persons with hearing impairment, don't hang or lean on a person's wheelchair)	3			2

PC3. motivate Persons with Disability (e.g. use success stories).	1	2		2
PC4. manage unethical behavior and practices appropriately during the class (e.g. blind person should never be punished in isolation as they may feel abandoned)	1	2		2
<i>Practice inclusive behaviour</i>				
PC5. use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive	2			2
PC6. ensure equal treatment for all learners, colleagues and co-workers	1			2
PC7. transact without any personal bias based on gender, disability, caste, religion, colour, sexual orientation and culture				2
PC8. identify indicators of harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation and culture at workplace and follow organizational policy for reporting the same.	2			2
PC9. encourage learners and team members to develop empathy, respect, and a collaborative attitude		2		1
<b>NOSTotal</b>	<b>12</b>	<b>6</b>		<b>17</b>

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain health and safety practices in a training/assessment environment</i>				
PC1. Comply with the current health and safety policies of the organization and ensure all the learners follow the same.	1			2
PC2. Identify safety hazards in the training environment	2			2
PC3. provide information to all the learners about the safety and health measures (e.g. protocols for reporting sexual abuse) available in the center.				2
PC4. encourage and assist the learners to use first aid processes as per the centre's procedures		2		1
PC5. deal with the emergencies as per the set standards.				2

<b>PC6.</b> ensure the installation of audio alarms for the Persons with Visually Impairment, signages and pasted instructions on the wall in vernacular for Persons with Speech and Hearing Impairment	2			2
<b>PC7.</b> report all the incidents, hazards as per the set standards to the designated person				1
<i>Maintain hygiene and sanitation</i>				
<b>PC8.</b> ensure tidy and sanitized classrooms, labs, equipment, restrooms and work area are maintained as per guidelines.	1			2
<b>PC9.</b> ensure the availability of hand wash, alcohol-based sensitizer as per guidelines.				2
<b>PC10.</b> maintain personal hygiene as per guidelines.	2			1
<b>PC11.</b> ensure learners and colleagues wash/sanitize their hands before and after the session as per guidelines.				2
<b>PC12.</b> ensure appropriate use and disposal of personal protective equipment by self and trainees as per guidelines.		1		1
<b>NOSTotal</b>	<b>8</b>	<b>3</b>		<b>20</b>

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<i>Conduct training for learners with Visual Impairment (VI).</i>				
<b>PC1.</b> Identify the individual needs of learners with Visual Impairment (Blindness & Low Vision)	3			2
<b>PC2.</b> ensure learners are supported with assistive technologies – smartphones (NVDA), computer with assistive software, etc. during the training	4			2
<b>PC3.</b> ensure the training environment is equipped with required assistive tools/aids (braille slate, braille paper magnifier, abacus, etc.) and equipment for learners with Visual Impairment	4			2
<b>PC4.</b> select the appropriate training methods for learners with Visual Impairment.	4			2
<b>PC5.</b> ensure the seating arrangements are adapted (e.g. low vision person should be allowed to sit where the screen is appropriately visible).	3			2
<b>PC6.</b> ensure training material in audio or braille	2			



NOS Total	20			10
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AssessmentCriteriaforOutcomes	Theory Marks	Practical Marks	Project Marks	VivaMarks
<i>Conduct training for learners with Speech and Hearing Impairment (SHI)</i>				
<b>PC1.</b> Identify the individual needs of learners with Speech and Hearing Impairment	3			2
<b>PC2.</b> ensure that all the equipment is ready for use in the training environment and accessible for persons with Speech and Hearing Impairment	4			2
<b>PC3.</b> ensure the learners are supported with assistive technologies – India Sign Language Interpreter as well as Ai-live, closed captions, etc. during the	4			2
<b>PC4.</b> select the appropriate training methods for learners with Speech and Hearing Impairment	4			2
<b>PC5.</b> ensure the seating arrangements are adapted (e.g. person should be allowed to sit near to the trainer for clear visibility and lip-read) during the session.	3			2
<b>PC6.</b> ensure training material in like ppt, videos, etc. are well captioned.	2			
NOS Total	<b>20</b>			<b>10</b>

AssessmentCriteriaforOutcomes	Theory Marks	Practical Marks	Project Marks	VivaMarks
<i>Conduct of locomotor disability</i>				
<b>PC1.</b> Identify the individual needs of learners with Locomotor Disability.	3			2
<b>PC2.</b> ensure that all the equipment is ready for use in the training environment and accessible for Persons with Locomotor Disability.	4			2
<b>PC3.</b> ensure learners are supported with assistive technologies one-handed keyboard, foot pedals, sticky keys, etc. during the training.	4			2
<b>PC4.</b> select the appropriate training methods for learners with Locomotor Disability	4			2

PC5. ensure the seating arrangements are adapted (e.g. adequate movement of person using a wheelchair near to the door/ corner, adjustments of heights for chairs) during the session	3			2
PC6. ensure training material to meet the specific need of the learner	2			
<b>NOSTotal</b>	<b>20</b>			<b>10</b>

**SECTION 2**

**29. EVIDENCE OF LEVEL**

<b>Title/Name of qualification/component: Trainer- Person with Disability</b>		
<b>NSQF Domain</b>	<b>Outcomes of the Qualification/Component</b>	<b>How the outcomes relate to the NSQF level descriptors</b>
Process	The job holder should be able to: <ul style="list-style-type: none"> <li>• Inculcate understanding about different disabilities</li> <li>• Plan training of Persons with Disability</li> <li>• Execute training of Persons with Disability</li> </ul>	Trainer– Person with Disability will require well developed skills to impart knowledge of a specific trade or occupation by identifying the diverse needs of the Trainees with
Professional knowledge	The job holder should have knowledge about: <ul style="list-style-type: none"> <li>• Disability and related concepts, PwD laws</li> <li>• Comprehend basic ethics and etiquettes for interacting with PwD</li> <li>• Different types of Assistive aids/ technology</li> </ul>	The knowledge requires general concept of disability using assistive devices/ aids/ technology during training delivery for optimizing learning.
Professional skill	The job holder should be able to: <ul style="list-style-type: none"> <li>• Provide sequenced, structured instructions</li> <li>• Apply appropriate training strategies and use of technology as per the diverse specific learning needs materials and information.</li> </ul>	The skill sets required is applicable for a wide range of works related to creating effective learning methodologies, solving problems by selecting and applying basic methods, tools, materials and information.

	<ul style="list-style-type: none"> <li>Adapt language to meet learner requirements</li> </ul>	
Core skill	<p>The Job holder should be able to:</p> <ul style="list-style-type: none"> <li>Communicate well with the learners and their parents</li> <li>use diagrams/flow charts/ audio-visual learning tools to explain the concepts</li> </ul>	The job holder is required to be empathetic toward the learners and to be sensitive towards their needs.
Responsibility	<p>The job holder should be responsible for:</p> <ul style="list-style-type: none"> <li>Identify learner readiness and adapt training delivery.</li> <li>Resolve problems faced during training as per organization protocols</li> <li>Recognize emergency and potential emergency situations act as per protocols</li> </ul>	The job holder is responsible for ensuring the completion of learning by the trainees and ensure quality as per the outcomes mentioned under responsibility. Clear decision making is also involved.

**SECTION 3**

**30. EVIDENCE OF NEED**

26.	<b>What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this</b>		
	<b>Basis</b>	<b>In case of SSC</b>	<b>In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</b>
	Need of the qualification	In order to provide skill training to PwD, there was no formal road map / standards existing in the skill /vocational training. It was not sufficient to have a Trainer with knowledge of only domain or only disability. Therefore, this Qualification pack has been created to fill the gap of such a training resource for bringing quality in training of PwD. Since, this will be offered as a Top Up to the Existing guidelines for the Trainer approved by the Domain. This QP has been created keeping in view the	

		Indian context.	
	Industry Relevance		
	Usage of the qualification	The Trainer- PwD will get opportunity in vocational centre, NGOs, working in Skill training and development for Persons with Disability Vocational Rehabilitation Center for Persons with Disability Private Sector employing Persons with Disability	
	Estimated uptake		
27.	<b>Recommendation from Line Ministry of the Government/ Regulatory Body. To be supported by documentary evidences</b> Will be submitted		
28.	<b>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</b> In order to provide skill training to PwD, there was no formal road map / standards existing in the skill /vocational training. It was not sufficient to have a Trainer with knowledge of only domain or only disability. Therefore, this Qualification pack has been created to fill the gap of such a training resource for bringing quality in training of PwD.		
29.	<b>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here.</b> The Qualification would be reviewed every 4 years by a group of industry experts & academicians engaged in the field of vocational rehabilitation and skill training for persons with Disability.		

**Please attach most relevant and recent documents giving further information about any of the topics above.**

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

**SECTION 4**  
**EVIDENCE OF PROGRESSION**

30.	<b>What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?</b> <b>Show the career map here to reflect the clear progression</b>  Please refer to attached career path as per <a href="#">Annexure 5</a>
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**Please attach most relevant and recent documents giving further information about any of the topics above.**

**Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.**

NSQC Approved

Annexure: 1



PWD/Q0101

Annexure: 2



QRC Approval

Annexure: 3



Model Curriculum

Annexure: 4



Sector Report

Annexure: 5

