



Trainer-Persons with Disability (PwD)

Elective: Visual Impairment/ Speech and Hearing Impairment/ Locomotor Disability

QP Code: PWD/Q0101

Version: 1.0

NSQF Level: 5

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PWD/Q0101: Trainer- Persons with Disability

Brief Job Description

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.

Personal Attributes

The individuals need to be experienced in their respective domains. They should have an aptitude and passion for training and mentorship, and a drive to update their knowledge. They should have a capacity for empathy.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [PWD/N0101: Conduct training for Persons with Disability \(PwD\)](#)
2. [PWD/N0102: Work effectively with other](#)
3. [PWD/N0103: Apply health and safety practices](#)

Electives (mandatory to select at least one):

Elective 1: Visual Impairment

This unit is on strategies and methods to train Persons with Visual Impairment.

1. [PWD/N0104: Adapt training for learners with Visual Impairment \(VI\)](#)

Elective 2: Speech and Hearing Impairment

This unit is on the strategies and methods to train Persons with Speech and Hearing Impairment.

1. [PWD/N0105: Adapt training for learners with Speech and Hearing Impairment](#)

Elective 3: Locomotor Disability

This unit is on the strategies and methods to train Persons with Locomotor Disability.

1. [PWD/N0106: Adapt training for learners with Locomotor Disability](#)

Qualification Pack (QP) Parameters

Sector	PwD
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Sub-Sector	Learning and Development
Occupation	Training Delivery
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2424.9901
Minimum Educational Qualification & Experience	Not Applicable with NA of experience
Minimum Level of Education for Training in School	Not Applicable
Pre-Requisite License or Training	Domain Trainer certification
Minimum Job Entry Age	18 Years
Last Reviewed On	30/06/2020
Next Review Date	30/06/2023
NSQC Approval Date	
Version	1.0

Remarks:

NA

PWD/N0101: Conduct training for Persons with Disability (PwD)

Description

This unit is about the concept of disability, accessibility, and laws for Persons with Disability (PwD).

Scope

The scope covers the following :

- Plan and prepare a program for Persons with Disability (PwD)
- Establish operational arrangements
- Conduct the session
- Evaluate the effectiveness of the session

Elements and Performance Criteria

Plan and prepare a program for Persons with Disability (PwD)

To be competent, the user/individual on the job must be able to:

- PC1. apply currently accepted practices for planning and design of specific programs to meet individual needs.
- PC2. identify specific needs by conducting assessments and reading existing records.
- PC3. establish planned outcomes including key milestones and targets.
- PC4. plan functional strategies to meet developmental needs via research etc.
- PC5. identify relevant support requirements for PwD.
- PC6. plan adaptation training methodologies and activities in consultation with the Person with Disability or their parents/ guardians as and when required.

Establish operational arrangements

To be competent, the user/individual on the job must be able to:

- PC7. arrange required resources as per the specific needs of the learners with Disability prior to program commencement.
- PC8. enlist specialist communication support where it is required. (e.g. ISL Interpreter, Braille experts & scribe support etc.).

Conduct the session

To be competent, the user/individual on the job must be able to:

- PC9. establish rapport with PwD and/ or their parents/ guardians as and when required.
- PC10. conduct activities to develop peer relationships and enhance emotional well-being of PwD.
- PC11. ensure efficient classroom management.
- PC12. update own instructional practices with changing trends on assistive aids and barrier-free technologies, and other developments in the field.
- PC13. conduct appropriate activities within a program as per the needs of PwD to increase participation and training outcomes.
- PC14. monitor the participation and progress of PwD.
- PC15. assist with the use of aids, including modification, as required.

PC16. follow organisation procedures for the collection of equipment and check for damage and/or wear post session.

Evaluate the effectiveness of the session

To be competent, the user/individual on the job must be able to:

PC17. evaluate the effect of program on self-esteem and confidence of PwD.

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.

PC19. identify remedial measures if outcomes are not met.

PC20. modify the session based on findings to ensure the individual's needs continue to be met.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the organization's systems, policies, and procedures related to health and safety.

KU2. available learning resources and materials for quality training.

KU3. definition of disability.

KU4. differences between medical, social, and rights-based models of disability.

KU5. differences between impairment, handicap, and disability.

KU6. the prevalence of disability in India.

KU7. different acts and policies related to disability, chronological order of enforcement of PwD Acts and its objective, disabilities covered under various acts such as the PwD Act (1995), The National Trust Act (1999), RPwD Act (2016) as specified by WHO (World Health Organization) and UNCRPD (UN Convention on the Rights of Persons with Disabilities).

KU8. concepts of Universal Design, Accessibility and Barrier Free Environment.

KU9. ways to overcome various barriers (e.g. physical, communication, transportation, attitudinal and technological barriers).

KU10. common assistive and supportive aids for specific Disabilities.

KU11. reasonable accommodation which can be implemented in a training environment.

KU12. importance of ethical practices and principles to uphold the rights of Persons with Disability.

KU13. area of strength and the benefits of training of Persons with Disability.

KU14. various online platforms and organizations to seek additional information and assistance about Disabilities.

KU15. importance of conducting secondary research to enhance understanding about accessibility and its barriers.

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. create additional supportive teaching-learning material.

GS2. create powerpoint presentations etc. for effective training delivery.

GS3. translate document in local vernacular for effective delivery.

- GS4.** comprehend information from a range of sources to improve knowledge and understanding of policies, guidelines of various schemes to benefit Persons with Disability and subjects related to training delivery.
- GS5.** gather information from the relevant sources and verify its accuracy and reliability before applying it in their work.
- GS6.** manage the concerns of the parents/ guardians sensitively.
- GS7.** apply appropriate training strategies and use of technology as per the diverse specific learning needs.
- GS8.** evolve strategies and address specific learning requirements owing to diverse needs /Disability needs of the learners using reasonable accommodations.
- GS9.** systematically evaluate own or others' practice to improve teaching-learning practice.
- GS10.** apply effective questioning techniques and initiate responses.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and prepare a program for Persons with Disability (PwD)</i>	13	-	5	11
PC1. apply currently accepted practices for planning and design of specific programs to meet individual needs.	3	-	-	2
PC2. identify specific needs by conducting 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	-	-	2
PC6. plan adaptation training methodologies and activities in consultation with the Person with Disability or their parents/ guardians as and when required.	2	-	5	1
<i>Establish operational arrangements</i>	3	-	-	4
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 etc.).	-	-	-	2
<i>Conduct the session</i>	10	5	-	9
PC9. establish rapport with PwD and/ or their parents/ guardians as and when required.	-	1	-	2
PC10. conduct activities to develop peer relationships and enhance emotional well-being of PwD.	-	2	-	-
PC11. ensure efficient classroom management.	2	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. update own instructional practices with changing trends on assistive aids and barrier-free technologies, and other developments in the field.	2	-	-	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.	1	-	-	1
<i>Evaluate the effectiveness of the session</i>	4	-	-	6
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	-	-	-
PC20. modify the session based on findings to ensure the individual's needs continue to be met.	2	-	-	2
NOS Total	30	5	5	30

National Occupational Standards (NOS) Parameters

NOS Code	PWD/N0101
NOS Name	Conduct training for Persons with Disability (PWD)
Sector	PwD
Sub-Sector	Learning and Development
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2020
Next Review Date	30/06/2023
NSQC Clearance Date	

PWD/N0102: Work effectively with other

Description

This unit is on basic etiquette towards Persons with Disability.

Scope

The scope covers the following :

- Behave appropriately
- Practice inclusive behaviour

Elements and Performance Criteria

Behave appropriately

To be competent, the user/individual on the job must be able to:

PC1. encourage the use of people-first language.

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).

PC3. motivate Persons with Disability (e.g. use success stories).

PC4. manage unethical behaviour and practices appropriately during the class (e.g. blind person should never be punished in isolation as they may feel abandoned).

Practice inclusive behaviour

To be competent, the user/individual on the job must be able to:

PC5. use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive.

PC6. ensure equal treatment for all learners, colleagues, and co-workers.

PC7. transact without any personal bias based on gender, disability, caste, religion, colour, sexual orientation, and culture.

PC8. identify indicators of harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation, and culture at the workplace and follow the organizational policy for reporting the same.

PC9. encourage learners and team members to develop empathy, respect, and a collaborative attitude.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the goals and objectives of the organization/workplace.

KU2. the organizational code of conduct.

KU3. the organization's systems, policies, and procedures.

KU4. organization's process for resource allocation for social inclusion.

KU5. reporting mechanisms for suspected unethical conduct.

- KU6. basic etiquette while interacting with Persons with Disability.
- KU7. prevention of Sexual Harassment Act, 2013.
- KU8. various gender concepts such as gender roles, gender power relations, gender as a social construct etc.
- KU9. how to respect gender differences and gender diversity.
- KU10. types of challenges faced by Persons with Disability.
- KU11. how to assist people with special needs at the workplace

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. establish trust, build rapport, and exercise discretion when required.
- GS2. manage concerns of the parents/ guardians sensitively.
- GS3. interpret the verbal and non-verbal communication of learners, e.g. resistance/reluctance, uncertainty.
- GS4. interpret enthusiasm, confusion, and body language.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Behave appropriately</i>	6	4	-	7
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).	2	-	-	1
PC3. motivate Persons with Disability (e.g. use success stories).	1	2	-	2
PC4. manage unethical behaviour 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>	4	1	-	8
PC5. use inclusive language (verbal, non-verbal and written) that is gender, disability and culturally sensitive.	1	-	-	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.	-	-	-	1
PC8. identify indicators of harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation, and culture at the workplace and follow the organizational policy for reporting the same.	2	-	-	2
PC9. encourage learners and team members to develop empathy, respect, and a collaborative attitude.	-	1	-	1
NOS Total	10	5	-	15

National Occupational Standards (NOS) Parameters

NOS Code	PWD/N0102
NOS Name	Work effectively with other
Sector	PwD
Sub-Sector	Learning and Development
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2020
Next Review Date	30/06/2023
NSQC Clearance Date	

PWD/N0103: Apply health and safety practices

Description

This OS is about the application of health and safety practices in a training environment for Persons with Disability.

Scope

The scope covers the following:

- Maintain health and safety practices in a training/assessment environment
- Maintain hygiene and sanitation

Elements and Performance Criteria

Maintain health and safety practices in a training/assessment environment

To be competent, the user/individual on the job must be able to:

- PC1. comply with the current health and safety policies of the organization and ensure all the learners follow the same.
- PC2. identify safety hazards in the training environment.
- PC3. provide information to all the learners about the safety and health measures (e.g. protocols for reporting sexual abuse) available in the center.
- PC4. encourage and assist the learners to use first aid as per the center's procedures.
- PC5. deal with the emergencies as per the set standards.
- PC6. ensure the installation of audio alarms for the Persons with Visual Impairment, signages, and pasted instructions on the wall in vernacular for Persons with Hearing Impairment.
- PC7. report all the incidents, hazards as per the set standards to the designated person.

Maintain hygiene and sanitation

To be competent, the user/individual on the job must be able to:

- PC8. ensure tidy and sanitized classrooms, labs, equipment, restrooms, and work area are maintained as per guidelines.
- PC9. ensure the availability of hand wash, alcohol-based sanitizer as per guidelines.
- PC10. maintain personal hygiene as per guidelines.
- PC11. ensure learners and colleagues wash/sanitize their hands before and after the session as per guidelines.
- PC12. ensure appropriate use and disposal of personal protective equipment by self and trainees as per guidelines.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. organization's process for resource allocation for social inclusion.
- KU2. work safety regulations and procedures and guidelines of the organization.
- KU3. what should or should not be done to protect from a health and safety risk or hazard.

- KU4.** facilities for Persons with Disability to seek required support /additional accommodation/ health and safety required as per the procedure.
- KU5.** concerned department in preparation of communication protocols /guidelines for reporting and operating during risks and hazardous events.
- KU6.** organization policies for documenting safety records protocols /guidelines/ medical records of trainees.
- KU7.** health and safety orientation programs and drills of the concerned department.
- KU8.** established protocols for Persons with Disability at increased risk of sexual abuse.
- KU9.** procedure to appropriately act and report hazardous events.
- KU10.** reporting mechanisms for suspected unethical conduct.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** follow instructions for work safety regulations and procedures and guidelines.
- GS2.** seek assistance with the general care and wellbeing of trainees.
- GS3.** provide information to learners about important health and safety procedures as per guidelines.
- GS4.** personally, follow health and safety guidelines during the training and assist trainees to carry out safety drills organized by the center.
- GS5.** use personal protective equipment- hand gloves, safety shoes, safety goggles, masks, apron, Safe use of tools and equipment as per guidelines.
- GS6.** recognize the emergency and potential emergency-situations and act as per protocols.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain health and safety practices in a training/assessment environment</i>	7	2	-	12
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	-	-	2
PC4. encourage and assist the learners to use first aid as per the center's procedures.	-	2	-	1
PC5. deal with the emergencies as per the set standards.	-	-	-	2
PC6. ensure the installation of audio alarms for the Persons with Visual Impairment, signages, and pasted instructions on the wall in vernacular for Persons with Hearing Impairment.	2	-	-	2
PC7. report all the incidents, hazards as per the set standards to the designated person.	-	-	-	1
<i>Maintain hygiene and sanitation</i>	3	3	-	8
PC8. ensure tidy and sanitized classrooms, labs, equipment, restrooms, and work area are maintained as per guidelines.	1	-	-	2
PC9. ensure the availability of hand wash, alcohol-based sanitizer as per guidelines.	-	-	-	2
PC10. maintain personal hygiene as per guidelines.	2	-	-	1
PC11. ensure learners and colleagues wash/sanitize their hands before and after the session as per guidelines.	-	-	-	2
PC12. ensure appropriate use and disposal of personal protective equipment by self and trainees as per guidelines.	-	3	-	1

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	10	5	-	20

National Occupational Standards (NOS) Parameters

NOS Code	PWD/N0103
NOS Name	Apply health and safety practices
Sector	PwD
Sub-Sector	Learning and Development
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2020
Next Review Date	30/06/2023
NSQC Clearance Date	

PWD/N0104: Adapt training for learners with Visual Impairment (VI)

Description

This unit is on strategies and methods to train Persons with Visual Impairment.

Scope

The scope covers the following :

- Conduct training for learners with Visual Impairment (VI)

Elements and Performance Criteria

Conduct training for learners with Visual Impairment (VI)

To be competent, the user/individual on the job must be able to:

PC1. identify the individual needs of learners with Visual Impairment (Blindness & Low Vision)

PC2. ensure each learner is supported with assistive technologies - smartphones (e.g. NVDA), computer with assistive software, etc. during the training.

PC3. 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.

PC4. select the appropriate training methods for learners with Visual Impairment.

PC5. ensure the seating arrangements are adapted (e.g. low vision person should be allowed to sit where the screen is appropriately visible).

PC6. arrange training material in audio or braille form.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the goals and objectives of the organization/workplace.

KU2. the organizational code of conduct.

KU3. the organisation's systems, policies, and procedures.

KU4. available Learning resources and learning materials for quality training.

KU5. concept of Visual Impairment, causes and its impact on a person.

KU6. the specific requirements of Blindness and Low vision person.

KU7. barriers to inclusion for Persons with Visual Impairment.

KU8. need for assistive Aids to support Persons with Visual Impairment.

KU9. various available aids that can assist the learners with Visual impairment.

KU10. standard practices to interact with Persons with Visual Impairment.

KU11. basics of Braille.

KU12. concept of Orientation and Mobility in the training of Persons with Visual Disability.

KU13. use of concrete and tactile Teaching Learning Material (TLM), technology for training of Persons with Visual Impairment.

KU14. use of Technology to facilitate the training of Persons with Visual Impairment.

KU15. impact of visual impairment on the process of learning.

KU16. appropriate ways to communicate with Persons with Visual Impairment.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** create additional supportive teaching-learning material.
- GS2.** create powerpoint presentations etc. for effective training delivery.
- GS3.** translate documents in local vernacular for effective delivery.
- GS4.** use diagrams/flow charts/ audio-visual learning tools to explain the concepts depending on the target group.
- GS5.** comprehend information from a range of sources to improve knowledge and understanding of policies, guidelines of various schemes to benefit Persons with Visual Impairment and subjects related to training delivery.
- GS6.** present information and explain concepts clearly.
- GS7.** provide sequenced, structured instructions.
- GS8.** ask critical questions about performance, problems, methods used and learner success.
- GS9.** establish trust, build rapport and exercise discretion when required.
- GS10.** manage concerns of the parents/ guardians sensitively.
- GS11.** interpret the verbal and non-verbal communication of learners, e.g. resistance/reluctance, uncertainty
- GS12.** interpret enthusiasm, confusion, and body language
- GS13.** apply reasonable accommodations to train Persons with Visual Impairment.
- GS14.** evolve strategies and address specific learning requirements owing to the diverse needs /disability needs of the learners using reasonable accommodations.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct training for learners with Visual Impairment (VI)</i>	20	5	-	10
PC1. identify the individual needs of learners with Visual Impairment (Blindness & Low Vision)	3	-	-	2
PC2. ensure each learner is supported with assistive technologies - smartphones (e.g. NVDA), computer with assistive software, etc. during the training.	4	2	-	2
PC3. 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
PC4. select the appropriate training methods for learners with Visual Impairment.	4	2	-	2
PC5. ensure the seating arrangements are adapted (e.g. low vision person should be allowed to sit where the screen is appropriately visible).	3	1	-	2
PC6. arrange training material in audio or braille form.	2	-	-	-
NOS Total	20	5	-	10

National Occupational Standards (NOS) Parameters

NOS Code	PWD/N0104
NOS Name	Adapt training for learners with Visual Impairment (VI)
Sector	PwD
Sub-Sector	Learning and Development
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2020
Next Review Date	30/06/2023
NSQC Clearance Date	

PWD/N0105: Adapt training for learners with Speech and Hearing Impairment

Description

This unit is on the strategies and methods to train Persons with Disability.

Scope

The scope covers the following :

- Conduct training for learners with Speech and Hearing Impairment (SHI)

Elements and Performance Criteria

Conduct training for learners with Speech and Hearing Impairment (SHI)

To be competent, the user/individual on the job must be able to:

- PC1. identify the individual needs of learners with Speech and Hearing Impairment.
- PC2. ensure that all the equipment's are ready for use in the training environment and accessible for Persons with Speech and Hearing Impairment.
- PC3. ensure the learners are supported with assistive technologies - India Sign Language Interpreter as well as Ai-live, closed captions, etc. during the training.
- PC4. select the appropriate training methods for learners with Speech and Hearing Impairment.
- PC5. 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.
- PC6. ensure training materials like ppt, videos, etc. are well captioned.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. the goals and objectives of the organization/workplace.
- KU2. the organizational code of conduct.
- KU3. the organization's systems, policies, and procedures.
- KU4. available learning resources and materials for quality training.
- KU5. concept of Hearing Impairment, its definition, grades, causes, and prevalence.
- KU6. barriers to inclusion for Persons Speech and with Hearing Impairment.
- KU7. need of assistive Aids to support Persons with Speech and Hearing Impairment.
- KU8. standard practices to interact with Persons with Speech and Hearing Impairment.
- KU9. basic of Indian Sign Language.
- KU10. use of Technology to facilitate the training of Persons with Speech and Hearing Impairment.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. create additional supportive teaching-learning material.
- GS2. create powerpoint presentations etc. for effective training delivery.
- GS3. translate documents in local vernacular for effective delivery.
- GS4. use diagrams/flow charts/ audio-visual learning tools to explain the concepts depending on the target group.
- GS5. comprehend information from a range of sources to improve knowledge and understanding of policies, guidelines of various schemes to benefit Persons with Speech and Hearing Impairment and subjects related to training delivery.
- GS6. present information and explain concepts clearly.
- GS7. provide sequenced, structured instructions.
- GS8. ask critical questions about performance, problems, methods used, and learner success.
- GS9. establish trust, build rapport, and exercise discretion when required.
- GS10. interpret the non-verbal communication of learners, e.g. resistance/reluctance, uncertainty.
- GS11. interpret enthusiasm, confusion, and body language.
- GS12. manage the concerns of the parents/ guardians sensitively.
- GS13. apply reasonable accommodations to train Persons with Speech and Hearing Impairment.
- GS14. evolve strategies and address specific learning requirements owing to the diverse needs /disability needs of the learners using reasonable accommodations.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct training for learners with Speech and Hearing Impairment (SHI)</i>	20	5	-	10
PC1. identify the individual needs of learners with Speech and Hearing Impairment.	3	-	-	2
PC2. ensure that all the equipment's are ready for use in the training environment and accessible for Persons with Speech and Hearing Impairment.	4	-	-	2
PC3. ensure the learners are supported with assistive technologies - India Sign Language Interpreter as well as Ai-live, closed captions, etc. during the training.	4	2	-	2
PC4. select the appropriate training methods for learners with Speech and Hearing Impairment.	4	2	-	2
PC5. 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	1	-	2
PC6. ensure training materials like ppt, videos, etc. are well captioned.	2	-	-	-
NOS Total	20	5	-	10

National Occupational Standards (NOS) Parameters

NOS Code	PWD/N0105
NOS Name	Adapt training for learners with Speech and Hearing Impairment
Sector	PwD
Sub-Sector	Learning and Development
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2020
Next Review Date	30/06/2023
NSQC Clearance Date	

PWD/N0106: Adapt training for learners with Locomotor Disability

Description

This unit is on the strategies and methods to train Persons with Locomotor Disability (LD)

Scope

The scope covers the following:

- Conduct training for learners with Locomotor Disability

Elements and Performance Criteria

Conduct training for learners with Locomotor Disability (LD)

To be competent, the user/individual on the job must be able to:

PC1. identify the individual needs of learners with Locomotor Disability.

PC2. ensure that all the equipments are ready for use in the training environment and accessible for Persons with Locomotor Disability.

PC3. ensure the learners are supported with assistive technologies (e.g. one-handed keyboard, foot pedals, sticky keys, etc.) during the training.

PC4. select the appropriate training methods for learners with Locomotor Disability.

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.

PC6. arrange training material to meet the specific need of the learner.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the goals and objectives of the organization/ workplace.

KU2. the organizational code of conduct.

KU3. the organization's systems, policies, and procedures.

KU4. available Learning resources and learning materials for quality training.

KU5. concept of Locomotor Disability as defined in RPwD Act 2016 and its types and their causes.

KU6. barriers to inclusion for Persons with Locomotor Disability.

KU7. requirements of assistive Aids to support Persons with Locomotor Disability.

KU8. standard practices to interact with Persons with Locomotor Disability.

KU9. accessibility features to be implemented as per the specific Disability needs.

KU10. use of technology to facilitate the training of Persons with Locomotor Disability.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. create additional supportive teaching-learning material.
- GS2. create powerpoint presentations etc. for effective training delivery.
- GS3. translate document in local vernacular for effective delivery.
- GS4. use diagrams/flow charts/ audio-visual learning tools to explain the concepts depending on the target group.
- GS5. comprehend information from a range of sources to improve knowledge and understanding of policies, guidelines of various schemes to benefit Persons with Locomotor Disability and subjects related to training delivery.
- GS6. present information and explain concepts clearly.
- GS7. provide sequenced, structured instructions.
- GS8. ask critical questions about performance, problems, methods used and learner success.
- GS9. establish trust, build rapport and exercise discretion when required.
- GS10. manage the concerns of the parents/ guardians sensitively.
- GS11. interpret the verbal and non-verbal communication of learners, e.g. resistance/reluctance, uncertainty.
- GS12. interpret enthusiasm, confusion, and body language.
- GS13. apply reasonable accommodations to train learners with Locomotor Disability.
- GS14. evolve strategies and address specific learning requirements owing to the diverse needs of the learners using reasonable accommodations.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct training for learners with Locomotor Disability (LD)</i>	20	5	-	10
PC1. identify the individual needs of learners with Locomotor Disability.	3	-	-	2
PC2. ensure that all the equipments are ready for use in the training environment and accessible for Persons with Locomotor Disability.	4	-	-	2
PC3. ensure the learners are supported with assistive technologies (e.g. one-handed keyboard, foot pedals, sticky keys, etc.) during the training.	4	2	-	2
PC4. select the appropriate training methods for learners with Locomotor Disability.	4	2	-	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	1	-	2
PC6. arrange training material to meet the specific need of the learner.	2	-	-	-
NOS Total	20	5	-	10

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Assessment Guidelines and Assessment Weightage

Assessment Guidelines

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 the proportion of marks for Theory and Skills Practical for each PC.

The assessment for the theory part will be based on the knowledge bank of questions approved by the SSC.

Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

Individual assessment agencies will create unique question banks with an appropriate level of difficulties (easy, medium, and hard) for the theory part (as per the assessment criteria below) and also share the same with SCPwD for approval.

Individual assessment agencies will create unique evaluations for skill practical based on these criteria and also share the same with SCPwD for approval.

To pass the Qualification Pack assessment, every trainee should score a minimum of 80% of % aggregate marks to successfully clear the assessment.

In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Recommended Pass % : 80

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
PWD/N0101. Conduct training for Persons with Disability (PWD)	30	5	5	30	70	30
PWD/N0102. Work effectively with other	10	5	-	15	30	20
PWD/N0103. Apply health and safety practices	10	5	-	20	35	10
Total	50	15	5	65	135	60

Elective: 1 Visual Impairment

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
PWD/N0104.Adapt training for learners with Visual Impairment (VI)	20	5	-	10	35	40
Total	20	5	0	10	35	40

Elective: 2 Speech and Hearing Impairment

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
PWD/N0105.Adapt training for learners with Speech and Hearing Impairment	20	5	-	10	35	40
Total	20	5	0	10	35	40

Elective: 3 Locomotor Disability

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
PWD/N0106.Adapt training for learners with Locomotor Disability	20	5	-	10	35	40
Total	20	5	0	10	35	40

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
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