

QUALIFICATION FILE

LED Light Repair Technician (Divyangjan)- SHI

Short Term Training (STT) Long Term Training (LTT) Apprenticeship

Upskilling Dual/Flexi Qualification For ToT For ToA

General Multi-skill (MS) Cross Sectoral (CS) Future Skills OEM

NCrF/NSQF Level: 4

Submitted By:

Skill Council for Persons with Disability
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Section 1: Basic Details

1.	Qualification Name	LED Light Repair Technician (Divyangjan)- LD																						
2.	Sector/s	Persons with Disability																						
3.	Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: 2021/PWD/SCPWD/04139 V1.0	Qualification Name of existing/previous version: LED Light Repair Technician-SHI V1.0																					
4.	a. OEM Name b. Qualification Name (Wherever applicable)																							
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-04-PD-00125-2023-V1-SCPWD	6. NCrF/NSQF Level: 4																					
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate																						
8.	Brief Description of the Qualification	A LED Light Repair Technician is responsible for checking the nonfunctional LED light in a systematic manner to find out the fault; dismantles it; repairs the fault and reassemble the light to make it functional..																						
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>12th grade pass</td> <td>No experience</td> </tr> <tr> <td>2.</td> <td>11th grade pass</td> <td>1 years of experience</td> </tr> <tr> <td>3.</td> <td>Completed 2nd year of 3-year diploma (after 10th) and pursuing regular diploma</td> <td>No experience</td> </tr> <tr> <td>4.</td> <td>10th grade pass plus 1-year NTC/ NAC</td> <td>1 years of experience</td> </tr> <tr> <td>5.</td> <td>10th Grade pass with 2 year NTC (after 10th)</td> <td>No experience</td> </tr> <tr> <td>6.</td> <td>10th Grade Pass</td> <td>2 years of experience</td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	12th grade pass	No experience	2.	11th grade pass	1 years of experience	3.	Completed 2nd year of 3-year diploma (after 10th) and pursuing regular diploma	No experience	4.	10th grade pass plus 1-year NTC/ NAC	1 years of experience	5.	10th Grade pass with 2 year NTC (after 10th)	No experience	6.	10th Grade Pass	2 years of experience
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1.	12th grade pass	No experience																						
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5.	10th Grade pass with 2 year NTC (after 10th)	No experience																						
6.	10th Grade Pass	2 years of experience																						

18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If “Yes”, specify applicable type of Disability: Speech and Hearing Impairment(SHI)
19.	How Participation of Women will be Encouraged	Involvement of Women with disabilities in learning skills is not just about addressing their needs; it's about recognizing their potential, strengths and contributions to the Society. The Council endeavors to create safe & collaborative inclusive learning environments which can address their unique challenges and needs. Counselling support is provided so that they can set their own goals, make preferences and participate in learning like their male counterparts. The staff of such organizations is sensitized to the needs of the women with disabilities as they face dual challenges-of gender bias in addition to their disability.
20.	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Mr. Ravindra Singh Email: ravindra.singh@scpwd.in Contact No.: + 91-011-2808558-59 Website: www.scpwd.in
23.	Final Approval Date by NSQC: 5th Jan, 2023	24. Validity Duration: 4 Years 25. Next Review Date : 02/06/2026

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details, refer curriculum document.

Th.-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**-Project

S.No.	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core / Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Bridge Module (PwD)	PWD/M/SHI/01 V1.0	Non-Core	4	-	60	30	-	-	90	-	-	-	-	-	-
2.	Diagnose and repair fault in LED Light	ELE/N9302 V2.0	Core	4	11	130	200	-	-	330	40	60	-	-	100	50
3.	Work effectively at the workplace	ELE/N9905 V2.0	Core	4	1	10	20	-	-	30	40	60	-	-	100	25
4.	Apply health and safety practices at the workplace	ELE/N1002 V2.0	Core	4	1	10	20	-	-	30	35	65	-	-	100	25
4	Employability Skills for Persons with Disabilities (70 hours)	PWD/N0501 V1.0	Non-Core	4	2	70	0	-	-	70	-	-	-	-	-	-
5	OJT		Core	4	5	-	-	150	-	150	-	-	-	-	-	-
Duration (in Hours) / Total Marks					20	280	270	150	-	700	115	185	-	-	300	100

Assessment - Minimum Qualifying Percentage

Please specify any one of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70 % *(Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)*

Minimum Pass Percentage – NOS/Module-wise: 70 % *(Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)*

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Trainer Prerequisites						
		Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
				<i>Years</i>	<i>Specialization</i>	<i>Years</i>	<i>Specialization</i>	
		Diploma/ ITI	Electrical/ Electronics/ Mechanical	1	LED Light Repairing	1	Electronics	
Trainer Certification								
		Domain Certification	Platform Certification		Disability specific Top Up training			
		“LED Light Repair Technician”, “ELE/Q9302,v2.0”, Minimum accepted score is 80%	Recommended that the trainer is certified for the Job role “Trainer” mapped to the Qualification Pack “MEP/Q2601”. Minimum accepted score is 80% aggregate		The Inclusive Trainer should be certified in Disability Specific Top Uptraining PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. The Indian Sign Language Interpreter should be mandatory during the training, counselling and placement of Persons with Speech and Hearing Impairment. A Certification by Indian Sign Language Research and Training Centre (ISLRTC) or Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan) (AYJNISHD(D)) will be desirable			

Section 4: Assessment Related

1. Assessor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Assessor Prerequisites						
	Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
			<i>Years</i>	<i>Specialization</i>	<i>Years</i>	<i>Specialization</i>	
	Diploma/ ITI	Electrical/ Electronics/ Mechanical	2	LED Light Repairing	1	Electronics	
	Assessor Certification						
Domain Certification		Platform Certification			Disability specific Top Up training		
“LED Light Repair Technician”, “ELE/Q9302, v2.0”, Minimum accepted score		“Trainer”, “MEP/Q2601” with a minimum score of 80%			The Inclusive Assessor should be certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.		

		is 80%	

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): No (As per Domain)
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No (As per Domain)
3.	Government /Industry initiatives/ requirement (Yes/No): Yes (As per Domain)
4.	Number of Industry validation provided: N.A
5.	Estimated nos. of persons to be trained and employed:
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If "No", why: Yes

Section 6: Annexure & Supporting Documents Check List*Specify Annexure Name / Supporting document file name*

1.	Annexure: NCrF/NSQF level justification based on NCrF level/NSQF descriptors (<i>Mandatory</i>)	Annexure 1-Evidence of level (As per Domain)
2.	Annexure: List of tools and equipment relevant for qualification (<i>Mandatory, except in case of online course</i>)	Annexure 2-Tools and Equipment (As per Domain)
3.	Annexure: Detailed Assessment Criteria (<i>Mandatory</i>)	Annexure 3-Tools and Equipment (As per Domain)
4.	Annexure: Assessment Strategy (<i>Mandatory</i>)	Annexure 4-Tools and Equipment (As per Domain)
5.	Annexure: Blended Learning (<i>Mandatory, in case selected Mode of delivery is "Blended Learning"</i>)	Yes (As per Domain)
6.	Annexure: Multiple Entry-Exit Details (<i>Mandatory, in case qualification has multiple Entry-Exit</i>)	NA
7.	Annexure: Acronym and Glossary (<i>Optional</i>)	Yes (As per Domain)
8.	Supporting Document: Model Curriculum (<i>Mandatory – Public view</i>)	LED Light Repair Technician (Divyangjan)- SHI
9.	Supporting Document: Career Progression (<i>Mandatory – Public view</i>)	Yes (As per Domain) – SCPwD being horizontal follows the same Career Progression
10.	Supporting Document: Occupational Map (<i>Mandatory</i>)	Yes (As per Domain) – SCPwD being horizontal follows the same Occupational Map
11.	Supporting Document: Assessment SOP (<i>Mandatory</i>)	NA
12.	Any other document you wish to submit:	NA

Annexure 1: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Process	<p>Demands a wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices.</p> <ul style="list-style-type: none"> • Ability to select and use specific tools to test and diagnose a fault in the components of LED Light. • Dismantling and reassembling the LED strip. 	<p>A LED Light Repair Technician is responsible for checking the non-functional LED light in a systematic manner to find out the fault; dismantles it; repairs the fault and reassemble the light to make it functional.</p> <p>Hence Level 4</p>	4
Professional knowledge	<p>Factual and theoretical knowledge in broad contexts within a field of work or study.</p> <ul style="list-style-type: none"> • Knowledge of basic electronics, LED Lighting components, luminaires, their materials and the properties. • Safety procedures and precautions during repair 	<p>A LED Light Repair Technician should know basic electronics, LED Lighting components, luminaires, their materials and the properties, safety procedures and precautions during repair</p> <p>Hence Level 4</p>	4
Professional skill	<p>A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.</p> <ul style="list-style-type: none"> • Communicate with customer, team and supervisor to understand the work requirement • Analytical thinking and problem solving for troubleshooting using tools • Repair/replacement of the faulty part and testing after repair 	<p>A LED Light Repair Technician should be able to thinking and repair/replacement of the faulty part and testing after repair</p> <p>Hence Level 4</p>	4

Core skill	<ul style="list-style-type: none"> • Checks the non-functional LED light • Dismantles, repairs the fault and reassemble the light to make it functional 	A LED Light Repair Technician should be able to check the non-functional LED light in a systematic manner to find out the fault; dismantles it; repairs the fault and reassemble the light to make it functional. Hence Level 4	4
Responsibility	<p>Responsibility of completing the work assigned and reporting the same as per standards.</p> <ul style="list-style-type: none"> • Understand the job role and follow the organizational policy • Record and report about the work status • Follow safety regulations at work place • Work along with colleagues and supervisors 	A LED Light Repair Technician should record the issues and report about the same to supervisor and also update the status of the work as per organisations policy. Hence Level 4	4

Annexure 2: Tools and Equipment (Lab Set-Up)**List of Tools and Equipment Batch Size: 30 trainees**

S no	Equipment Name	Minimum number of Equipment required (per batch of 30 trainees)	Unit Type	Is this a mandatory Equipment to be available at the Training Center (Yes/No)
1	Wire Stripper	6	Nos	Yes
2	Soldering Station	6	Nos	Yes
3	Soldering Flux	6	Nos	Yes
4	Screw Driver Set	6	Nos	Yes
5	Regulated Dc Power Supply	3	Nos	Yes
6	Precision Screw Driver	6	Nos	Yes
7	Plier	6	Nos	Yes
8	Lux Meter	6	Nos	Yes
9	LED Tubelight	6	Nos	Yes
10	LED Street Light	6	Nos	Yes
11	ESD Wrist Band	6	Nos	Yes
12	ESD Mat	6	Nos	Yes
13	ESD Gloves	6	Pair	Yes
14	Digital Multimeter	6	Nos	Yes
15	Connecting Wires	50	Nos	Yes
16	Allen Key Set	6	Nos	Yes
17	Ac Power Source	3	Nos	Yes
18	9 Watt LED Lights	6	Nos	Yes
19	7 Watt LED Lights	6	Nos	Yes

20	5 Watt LED Lights	6	Nos	Yes
21	3 Watt LED Lights	6	Nos	Yes
22	12 Watt LED Lights	6	Nos	Yes
23	Assistive Aid/Service	1	Nos	Yes
24	Ai-Live	1	Nos	Yes
25	Captions First	1	Nos	Yes
26	Captions 2020	1	Nos	Yes
27	Closed Capp	1	Nos	Yes
28	Let's Talk	1	Nos	Yes
29	LCD TV	1	Nos	Yes
30	Visual curricula	1	Nos	Yes
31	Computer	1	Nos	Yes

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Computer/Laptop
2. Projector
3. Whiteboard
4. Marker
5. Worktable

Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
NA	NA	NA	NA	NA	NA	NA	NA

Annexure: Training & Employment Details

Training and Employment

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
N/A	N/A	N/A			N/A	N/A

Projections:

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Applicable for revised qualifications only, data to be provided year-wise for past years

Annexure: Blended Learning**Blended Learning Estimated Ratio & Recommended Tools:****Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:**

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	NA	NA
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	NA	NA
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	NA	NA
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	NA	NA
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	NA	NA
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	NA	NA
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	NA	NA

Annexure 3 : Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

Assessment Criteria for Outcomes	TheoryMarks	Practical Marks	ProjectMarks	Viva Marks
Finding and repairing component level fault	21	33	-	-
PC1. identify loose, de-soldered wires and connections if the light does not switch on whenconnecting the non-functional LED Light with theAC source	3	5	-	-
PC2. do soldering of wires and make connections in case of loose, de-soldered wires and connections or dismantle the LED light if no loose,de-soldered wires and connections are found externally	4	7	-	-
PC3. check the LED light engine with DC supply asper the voltage / current requirements of the product and replace the LED light engine if it is found faulty	3	4	-	-
PC4. check the supply unit with AC supply / multimeter to find out the voltage / current output in case LED light Engine is not found defective	3	5	-	-

PC5. use multimeter to check the voltage / currentoutput at different sections of the supply unit and find out the damaged section in case of no voltage / current output found in supply unit	2	3	-	-
PC6. use multimeter and individually check the components of the section where voltage output isfound to be less than desired or no output	2	3	-	-
PC7. repair or replace the damaged components /SMPs as per the organisational standards and procedures	2	3	-	-
PC8. check output voltage/current of the supply unit again with multimeter and reassemble the LED light if repaired / replaced supply unit is foundokay	2	3	-	-
Finding and repairing LED strip level fault	13	17	-	-
PC9. identify no. of non-functional / damaged LEDstrips from the array of LED strips in the light by connecting it with the AC source	5	6	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. remove the glass shell from the LED light and replace the burnt out / damaged LED strips	4	6	-	-

PC11. replace the glass shell on the LED Light and close it if all the strips are found operational	4	5	-	-
Achieving quality standards	6	10	-	-
PC12. correctly find the root cause of non-functional LED light and repair it as per organisational quality standards	3	5	-	-
PC13. document the fault diagnosis and repair process as per SOP	3	5	-	-
NOS Total	40	60	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Communicate effectively at the workplace	5	13	-	-
PC1. exchange information and instruction with colleagues, and seek clarifications and feedback as necessary	1	3	-	-

PC2. assist colleagues where required	1	3	-	-
PC3. follow business communication etiquette in all interactions and communicative formats (online, digital, and in-person)	1	4	-	-
PC4. document and share all relevant information with stakeholders in agreed formats and as per agreed timelines	2	3	-	-
Work effectively	6	13	-	-
PC5. identify and obtain clarity regarding organisational, team and own goals and targets	1	2	-	-
PC6. prioritise and plan work in order to achieve goals and targets	1	2	-	-
PC7. monitor own and team performance as per agreed plan	1	2	-	-
PC8. complete duties accurately, systematically and within required timeframes	1	2	-	-

PC9. express emotions appropriately at the workplace and manage own response to heightened emotions	1	2	-	-
PC10. maintain orderliness and cleanliness in the work area	1	3	-	-
Maintain and enhance professional competence	8	7	-	-
PC11. identify own strengths and weaknesses in relation to goals and targets	1	1	-	-
PC12. adapt self, service, or product to meet success criteria	1	1	-	-
PC13. seek and select opportunities for continuous professional development	1	1	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. formulate a professional development plan to enhance capabilities	2	1	-	-

PC15. build or contribute to the organizational knowledge base of cases, clients, issues, solutions, and innovations	1	1	-	-
PC16. examine developments and trends in field of work and their potential impact on work	1	1	-	-
PC17. take feedback from peers, supervisors and clients to improve own performance and practices	1	1	-	-
Work in a disciplined and ethical manner	11	16	-	-
PC18. perform tasks as per workplace standards, organisational policies and legislative requirements	2	2	-	-
PC19. display appropriate professional appearance at the workplace and adhere to the organisational dress code	1	2	-	-
PC20. demonstrate responsible and disciplined behaviour at the workplace such as punctuality; completing tasks as per given time and standards; demonstrating professional behaviour at all times, adopting environment-friendly practices, etc.	1	2	-	-

PC21. identify the cause of conflict and options for resolution with peers or escalate grievances and problems to appropriate authority as per procedure for conflict resolution	2	2	-	-
PC22. protect the rights of the client and organisation when delivering services	1	2	-	-
PC23. ensure services are delivered equally to all clients regardless of personal and cultural beliefs	1	2	-	-
PC24. operate within an agreed ethical code of practice and report unethical conduct to the appropriate authorities	2	2	-	-
PC25. follow organisational guidelines and legal requirements on disclosure and confidentiality	1	2	-	-
Uphold social diversity at the workplace	10	11	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC26. recognize and evaluate biased practices against underrepresented groups like women and persons with disabilities, in workplace systems and processes	2	2	-	-

PC27. identify and report discrimination and harassment based on gender, disability, or cultural difference at the workplace	2	2	-	-
PC28. use inclusive or neutral language and gestures in all interactions	2	2	-	-
PC29. respect the personal and professional space of others	2	2	-	-
PC30. access grievance redressal mechanisms as per legislations	2	3	-	-
NOS Total	40	60	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Deal with workplace hazards	20	31	-	-
PC1. identify job-site hazards and possible causes of accident in the workplace	2	3	-	-

PC2. perform work complying to organizational safe working practices and observing hazard signs displayed on containers, equipment and in various work areas such as inside buildings, in open areas and public spaces, etc.	3	4	-	-
PC3. use appropriate personal protective equipment (PPE) for specific tasks and work conditions, contaminant (concentration w.r.t air) requirements and severity of hazard while conforming to the Indian/International standards	3	4	-	-
PC4. follow standard safety procedures while handling tool/ ,equipment, hazardous substances and while working in hazardous environments	3	4	-	-
PC5. dispose electronic waste (such as toxins; metals such as lead, cadmium, barium; flame retardant plastics, welding slag etc.) as per industry approved techniques	2	4	-	-
PC6. avoid damage of components due to negligence in electrostatic discharge (ESD) procedures	2	3	-	-
PC7. locate general health and safety equipment in the workplace such as fire extinguishers; first aid equipment; safety instruments, clothing and installations (fire exits, exhaust fans)	2	3	-	-

PC8. maintain appropriate posture while handling heavy objects	1	3	-	-
PC9. apply good housekeeping practices at all times	2	3	-	-
Apply fire safety practices	4	9	-	-
PC10. take preventive measures to prevent fire hazards	2	3	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. <ul style="list-style-type: none"> • use appropriate fire extinguishers for different types of fires • Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (These categories of fires become Class A, B, and D fires when the electrical equipment that 	1	3	-	-

initiated the fire is no l				
PC12. exhibit rescue and first-aid techniques in case of fire or electrocution	1	3	-	-
Follow emergencies, rescue and first-aid procedures	6	13	-	-
PC13. administer appropriate first aid to victims in case of bleeding, burns, choking, electric shock, poisoning etc.	1	3	-	-
PC14. administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock,	1	2	-	-
PC15. participate regularly in emergency procedures such as raising alarm, safe/efficient, evacuation, correct means of taking shelter and escaping, correct assembly point, roll call, correct return to work	2	4	-	-
PC16. use correct method to move injured people and others during an emergency	2	4	-	-
Effective waste management/recycling practices	5	12	-	-

PC17. identify recyclable and non-recyclable, and hazardous waste generated	1	3	-	-
PC18. segregate waste into different categories	1	2	-	-
PC19. ensure disposal of non-recyclable waste appropriately	1	2	-	-
PC20. deposit non-recyclable and reusable material at identified location	1	3	-	-
PC21. follow processes specified for disposal of hazardous waste	1	2	-	-
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	35	65	-	-

Employability Skills for Persons with Disabilities (70 hours) PWD/N0501				
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	2	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
Constitutional values – Citizenship	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
Becoming a Professional in the 21st Century	2	3	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-

PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
Basic English Skills	6	9	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
Communication Skills	4	6	-	-
PC10. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC11. recognize how to eliminate barriers to effective communication	-	-	-	-
PC12. work collaboratively with others in a team	-	-	-	-
Essential Digital Skills	4	6	-	-
PC13. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-

PC14. use e- mail and social media platforms, search engines and virtual collaboration tools to work effectively	-	-	-	-
PC15. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
PC16. identify popular sites for learning & career growth	-	-	-	-
Diversity & Inclusion	1	2	-	-
PC17. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC18. explain business benefits of inclusive workplace	-	-	-	-
PC19. identify common barriers to Diversity & Inclusion	-	-	-	-
PC20. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
Financial and Legal Literacy	2	4	-	-
PC21. select financial institutions, products, and services as per requirement	-	-	-	-
PC22. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC23. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC24. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
Career Development & Goal Setting	4	6	-	-

PC25. understand the difference between job and career	-	-	-	-
PC26. prepare a career development plan with short- and long-term goals, based on aptitude, interest & explain steps involved in conducting a market scan	-	-	-	-
Customer Service	4	6	-	-
PC27. identify different types of customers	-	-	-	-
PC28. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC29. Elaborate types and importance of closing techniques during customer interface	-	-	-	-
Getting ready for apprenticeship & Jobs	4	6	-	-
PC30. follow appropriate hygiene and grooming standards	-	-	-	-
PC31. identify four stages of action to prepare for employment	-	-	-	-
PC32. identify common workplace solutions for better output	-	-	-	-
PC33. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC34. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC35. apply to identified job openings using offline /online methods as per requirement	-	-	-	-

PC36. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC37. evaluate failures and rejections for future opportunities	-	-	-	-
PC38. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
Disability Specific Skills	4	6	-	-
PC39. identify the requirements and challenges of employment in terms of one's limitations and strengths	-	-	-	-
PC40. apply four stages of action for employment	-	-	-	-
PC41. apply solutions for challenges associated with one's disability at workplace	-	-	-	-
PC42. discuss significance of workplace challenges for the Persons with Disability	-	-	-	-
PC43. describe importance and impact of independent functioning for a person with disability at home, work place or community at large	-	-	-	-
PC44. illustrate skills like independent mobility, note taking and communication.	-	-	-	-
PC45. discuss ways to break barriers with colleagues owing to one's disability	-	-	-	-
PC46. use positive language to communicate about one's disability and possible intervention	-	-	-	-
Entrepreneurship	2	4	-	-
PC47. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-

PC48. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC49. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
NOS Total	40	60	-	-

Annexure 4: Assessment Strategy

Assessment Strategy of SCPwD

Pre-Assessment Phase-

1. Batch allocated to the Assessment Agency by SCPwD through Portal/ Email.
2. Assessment Agency to connect with Training Provider and communicate/confirm the date of assessment through email.
3. Assessment Agency to share requisite lab infrastructure & checklist with TP and discuss about the availability through email.
4. Assessment Agency aligns the Assessor for the assessment (Assessor should be Dual Certified by the Domain SSC as well as SCPwD, and the certification should be valid).
5. Prepare the Assessment link, formats and share with the Assessor over an email.
6. Share the Assessment demo link with the Training Partner over an email

Assessment Phase-

1. The Assessor verifies the identity and disability through Aadhar Card and Disability Certificate and reports to SCPwD in-case of any discrepancy [In case of J&K and NEVoter ID & Pan Card also allowed for Candidates Identification].
2. The candidates are briefed on the assessment process (Prior to starting of the assessment).
3. The Assessor verifies the lab equipment and reports to SCPwD in-case of any variance.
4. Post validation of photo Id proof for each candidate, attendance of candidate is captured according to the scheme's requirement. i.e., under PMKVY, attendance of the candidates is captured through Aadhar Enabled Assessor Application, however, under other schemes candidates sign the attendance sheet.
5. The candidates attempt the assessment on TAB/Computer System.
6. The Assessor takes the photos and videos of respective activities and completes the documentation formalities

Post Assessment Phase-

1. The Assessment Agency prepares the result based on responses captured in the server
2. The Assessment Agency shares the result with SCPwD in the prescribed format.

Acronyms

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

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.