

Whilst the prerogative and the onus of delivering an effective skilling program through appropriate techniques is on the training provider, NSDC expects the following guidelines to be met prior to the rollout of each program. Adherence to QA norms set out by NSDC would be verified prior to program roll out and then, periodically.

### Training Content

Content should be competency based and clearly articulate the **Job role** for which the candidate is being trained, **functions & activities** needed to be performed within the job role, **Knowledge & Skills** required to perform each activity effectively, key **outcomes** of each activity to address **skill gaps** and expected **standards of performance** (measurable or observable) for each outcome.

It should be translated into vernacular/ local language wherever applicable and include a module on **Basic Hygiene, Soft Skills and Health & Safety measures. This may help in avoiding accidents or injuries during the course of training or even later.**

### Training Aids

1. A clearly defined **Curriculum or Syllabus** should be in place, clearly indicating:
  - Topics/ modules (to address different aspects of the program)
  - Duration of each module (number of hours/days/weeks) and the total program.
  - Key competencies to be expected to be acquired by the incumbent at the end of the program.

It is mandatory for every program to have 2 modules on soft skills – generic as well as with reference to the particular skill being imparted. **(Refer – Annexure 1)**
1. A **Facilitation Guide** – for the Trainers on generic training skills – with focus on instructional, facilitation, pedagogy, administrative and communication skills. **(Refer - Annexure 2)**
2. A **Leaders (or Trainers) Guide** – on the program per se – focusing on domain knowledge and skills being imparted. It should clearly articulate the distinct pedagogy for different skills & knowledge, equipment & machinery needed for delivering domain knowledge, props and audio visuals (where needed), a clearly laid out lesson plan for each session and key learning outcomes at the end of each session. Power point presentations (if being used) should be aligned to session plans. The Leader's Guide should also clearly mention safety measures and necessary precautions required to be taken both on the shop floor and off it (wherever applicable). **(Refer Annexure 3).**
1. A **Participants Manual (or Guide) with Workbook** – on the program per se – focusing on domain knowledge and skills being imparted. There should be exercises at the end of each module or session to test understanding. Where skills are being imparted to candidates who are not literate enough, the participants manual should include a lot of visuals. A section on basic health and safety measures (both on the shop floor and off it) should be included. **(Refer Annexure 4).**

5. A **Reference Manual or Handbook** – for post training and ongoing reference by the candidate. (This could be need based/ optional).
6. A clearly laid out Module wise and Session wise, **Training Delivery Plan** – indicating name of the program, objectives (competencies/learning outcomes) to be achieved, duration, training aids/ equipment used and training methodology (**Ref. Annexure 5**)
7. **Equipment** – being used for imparting training (such as tools & machinery, flipcharts, computers, projectors, whiteboards etc.,) should be clearly listed out and made available for inspection as and when needed.
8. The training content and equipment for all NSDC funded programs, carrying the NSDC logo should be as per NSDC brand guidelines.

## Trainer

Should be certified, by an acceptable authority, in both domain knowledge as well as instructional skills. He/ she should have good communication and facilitation skills and the ability to deliver training in vernacular/ local language where required, for ease of assimilation and should lay ample stress on health & safety measures as well as soft skills. (**Refer Annexure 6** for guidelines on Trainer Feedback).

## Assessment

There should be a clearly defined and documented assessment process for trainees in place, indicating guidelines for selection of assessors, periodicity of assessment (daily/weekly/monthly/end of module/ end of program etc.), key learning outcomes, performance against standards and the final result (cleared/ not cleared). For students who do not clear the assessment process at first go, there should be an improvement/ learning reinforcement plan in place. Assessment scores should be linked to certification and placements. Trainers should be assessed on an ongoing basis by the organization as well as feedback received from the participants (**Refer Annexure 7**).

## Certification

Every successful candidate should be awarded a certificate by the training provider either singly, jointly with another entity or by an approved certifier. The certificate should clearly indicate:

- Name of the awardee & ID (Trainee ID or UID)
- Date of awarding the certificate
- Name of the course/ program and duration
- Logos – of the training provider/ joint certifier and the NSDC logo (**Refer Annexure 8**).

Trainers opting for government certification (e.g, NCVT) should ensure that the candidates have cleared the exam and procured their certificates within 6 months of course completion.

All course content and processes for every NSDC supported program should be vetted and cleared by the relevant Sector Skill Council or a suitable NSDC designated authority.