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Notification No. 43 / 2017

Subject: Framework for DDU-GKY Persons with Disabilities Projects-reg

It is hereby stated that in order to address the specific requirements and needs of skill development of Persons with Disabilities under DDU-GKY, in consultation with stakeholders and in terms of provisions approved by Common Norms Committee for skilling projects for Persons with Disabilities in its meeting dated 20.01.2017, the Ministry is notifying a Framework for undertaking projects for Persons with Disabilities under DDU-GKY (enclosed). A copy of the Framework is available on www.ddugky.gov.in

2.   It is further stated that henceforth all new project applications for projects for PwD shall be filed in terms of the said Framework on DDU-GKY website. All States are requested to invite projects for PwD from interested PIAs in order to be able to complete the 3% target as required under DDU-GKY Guidelines. The Framework shall apply only to fresh projects sanctioned after issue of this notification.

3.   This issues with the approval of the competent authority.

(S. B Tiwari)
Under Secretary to the Government of India
Tel: 24603617

To
1. All SRLMs/ SSMs

2. All Registered Project Implementing Agencies

3. CTSAs , NIRD and NABCONS

4. All officials in Rural Skills Division, M oRD

5. Guard File

6. Sh. Rabindra Keshari for uploading on Website.

AAJEEVIKA

सत्यमेव जयते
Ministry of Rural Development
Government of India

DDU-GKY
Deen Dayal Upadhyaya
Grameen Kaushalya Yojana
Empowering India • Powering the World

Transforming Rural Poor Youth into
Economically Independent and
Globally Relevant Workforce
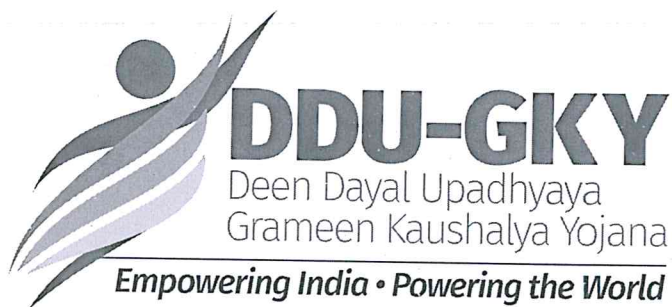
SKILL UP
RURAL INDIA,
LEAD
THE WORLD.
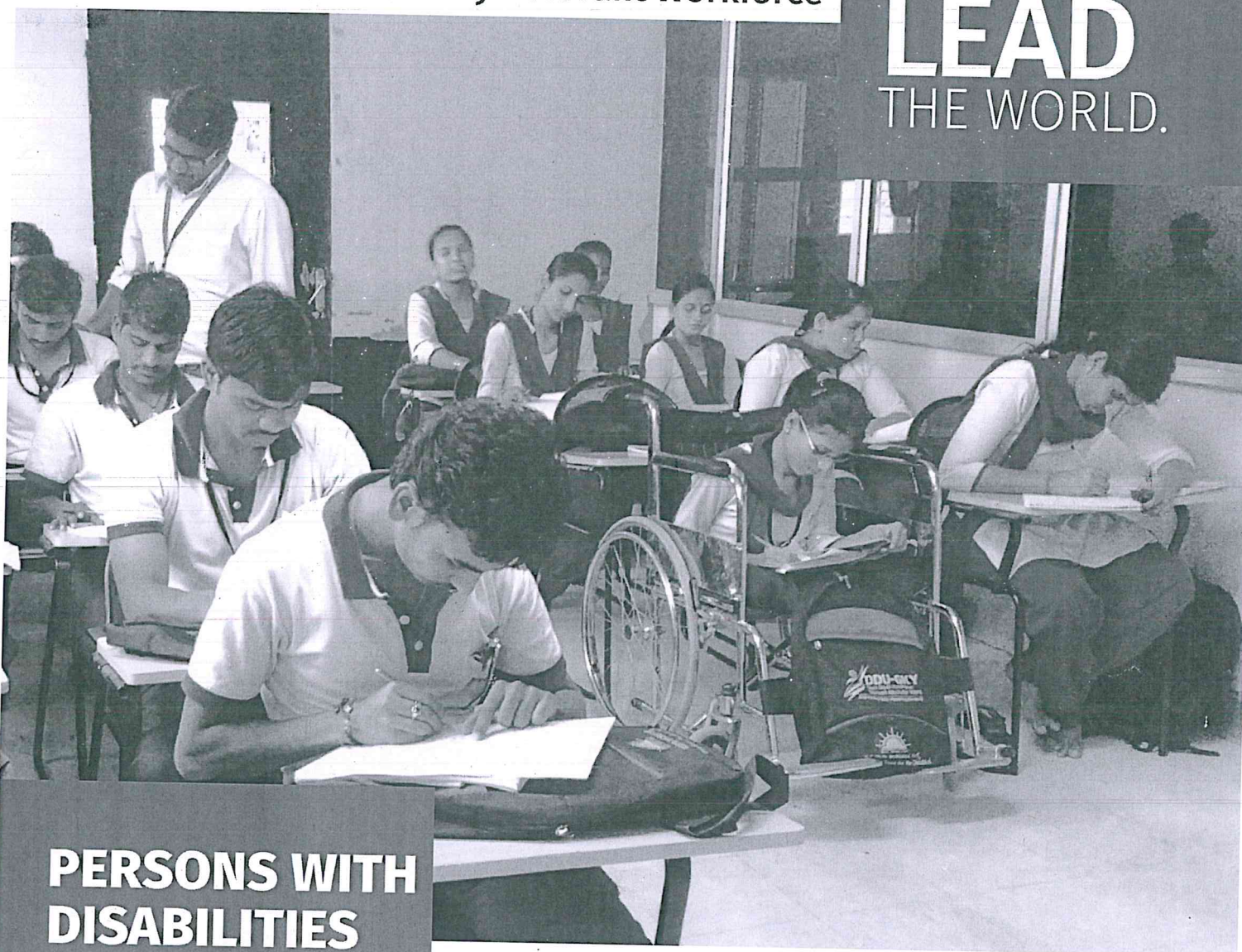
PERSONS WITH
DISABILITIES
(PwD)
FRAMEWORK

Ministry of Rural Development
Government of India

DDU-GKY
Deen Dayal Upadhyaya
Grameen Kaushalya Yojana
Empowering India • Powering the World

Framework for
DDU-GKY PwD Projects
July, 2017

Ministry of Rural Development
Government of India

Placement interview in progress for DDU-GKY trainee in Gujarat with Aegis BPO

Field visit for DDU-GKY trainees from Blind People Association, Gujarat

Table of Contents

Abbreviations

AP	Action Plan (The equivalent of this for Non-AP states is Year Programme)
APL	Above Poverty Line
BPL	Below Poverty Line
CAG	Controller and Auditor General
CBOs	Community Based Organizations
CRP	Community Resource Person
CSOs	Community Social Organizations
CTSA	Central Technical Support Agency
DDU-GKY	Deen Dayal Upadhyaya Grameen Kaushalya Yojana
EC	Empowered Committee
ERP	Enterprise Resource Planning
FMS	Financial Management System
GOI	Government of India
GP	Gram Panchayat
ICT	Information Communication Technology
IEC	Information Education Communication
IFD	Integrated Finance Division
IT	Information Technology
LWE	Left Wing Extremist
LQAS	Lot Quality Assurance Sampling
MES	Modular Employable Skills
MIS	Management Information Systems
MoRD	Ministry of Rural Development
MOU	Memorandum of Understanding
NABCONS	NABARD Consultancy Services
NCVT	National Council for Vocational Training
NIRD	National Institute of Rural Development
NMMU	National Mission Management Unit

NRLM	National Rural Livelihood Mission
NSDC	National Skill Development Corporation
NSDA	National Skill Development Agency
NSQF	National Skills Qualification Framework
OJT	On Job Training
PAC	Project Approval Committee
PFMS	Public Financial Management System
PIAs	Project Implementing Agencies
PRI	Panchayati Raj Institutions
PwD	Persons with Disability
RD	Rural Development
SRLM	State Rural Livelihood Mission
SHG	Self Help Group
TSA	Technical Support Agency
UC	Utilization Certificate
YP	Year Programme (This is the equivalent of AAP for non-AAP States)

Introduction

DDU-GKY aims to skill rural youth who are poor and provide them with jobs having regular[1] monthly wages at or above the minimum wages. It is one of the cluster of initiatives of the Ministry of Rural Development, Government of India that seeks to promote rural livelihoods. It is a part of the National Rural Livelihood Mission (NRLM) - the Mission for poverty reduction under Deen Dayal Antodaya Yojana (DAY). The program achieves this goal by providing funding to organisations that deliver training to the poor, rural youth and place them in jobs. These organisations are called Project Implementing Agencies (PIAs).

While PIAs may include Persons with Disabilities (PwD) in their projects, it is not mandatory. DDU-GKY Guidelines provides that states have to ensure that at least 3% of beneficiaries of State target for skilling should be persons with disabilities. DDU-GKY Guidelines gives power to Empowered Committee of NRLM in MoRD powers to approve innovative projects for special groups, including PwDs in supersession of existing norms. The Guidelines also provide that these projects will have separate training centres and the unit costs will be different from those mentioned in the DDU-GKY guidelines. However, an analysis of a sample of over 13,000 DDU-GKY student records taken from data submitted from October 2014 to June 2015 showed that only 0.4% of the sample were PwD.

To deliver training and place PwDs in jobs requires a different approach. For example, the numbers in question are different because there are fewer PwDs in the population than non disabled people. The training content needs to incorporate disability specific content, for example, to help PwDs build self-esteem and to solve problems in respect to their disability. The buildings used (e.g. training centres, residential centres) should cater to their special needs. There are fewer jobs that are available to PwD candidates, either because an employer needs to be persuaded to employ PwDs or because the disability prevents a person from carrying out a job.

This document is designed to support stakeholders involved or interested in the implementation of projects under DDU-GKY that seek to benefit persons with disabilities. This includes (but is not limited to):

i. Potential PIAs: Organisations wanting to apply, or in the process of applying for funding for a project to skill and place PwD in jobs. This will help to give potential PIAs, information to help them decide whether they want to apply for a project, important considerations for project applications, clarity on whether the project is appropriate for DDU-GKY funding, an understanding of how PIAs can partner effectively with DDU-GKY and how the project application is assessed.

ii. PIAs who are implementing a DDU-GKY project and cover PwDs or intend to include PwDs in their skilling courses.

iii. Ministry of Rural Development and State Rural Livelihood Missions (SRLMs) / State Skill Missions (SSM); other stakeholders involved implementing DDU-GKY.

We would like to acknowledge the contribution of Ms. Natasha Bridge, who has anchored the effort to produce this document.

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[1] The proof of regular wage employment is demonstrated by the salary slip from the Human Resources (HR) department of the organization. In case the organization does not have a HR department, certificate issued by the employer indicating wages paid and counter signed by the employee along with the bank statement indicating that wages have been paid by crossed demand draft or money transfer will demonstrate proof of regular wage employment.

DDU-GKY trainees using tablets during their theory class

Framework for DDU-GKY PwD Projects

1. DDU-GKY Persons with Disabilities (PwD) project- Definition, Beneficiaries & Targets

1.1 Which projects qualify as PwD projects under DDU-GKY?

A placement linked skill development project under DDU-GKY may qualify as a PwD project in which 75% or more of the beneficiaries covered are PwDs.

1.2 What are the eligibility criteria for beneficiaries in DDU-GKY PwD project?

Beneficiaries of the DDU-GKY PwD project need to meet the following eligibility criteria:

- Not less than 15 years. There is no upper age limit.
- Is a person with disability[2]
- From a rural area[3] and household covered under SECC.

1.3 Is a DDU-GKY PwD project required to meet the social inclusion criteria required for other DDU-GKY projects?

DDU-GKY projects normally require coverage of candidates from Scheduled caste, Scheduled Tribe, Minorities and women proportionate to the ratio of population in each state. However, in the case of PwDs, it is noted that disability is a handicap for a person to obtain reasonable livelihood, especially a placement in a regular wage employment. Therefore, in order to facilitate organisations to ensure wider coverage in PwD training and placement, a DDU-GKY PwD project need not adhere to the sub-targets for scheduled castes, scheduled tribes or minorities.

However, every PIA shall ensure that PwDs from all segments of society are allowed access to the skilling courses and are not in any way discriminated on basis of caste or religion.

A PwD project proposing to skill 33% or more of women beneficiaries will be given priority over other proposals.

There are no sub-targets by disability type. However, a project for candidates with disability in the category of "mental retardation" and "mental illness" shall be given higher priority.

1.4 What is the placement target for DDU-GKY PwD project?

While every effort should be made to ensure that trainees get jobs that match their aspirations and aptitude, a minimum placement of 60% in case of persons with disabilities other than intellectual disabilities is mandatory in every project. In case of persons with intellectual disabilities, the minimum placement required shall be 40% of such trained candidates.

In case of a project with both categories of disability, placement target shall be calculated separately for both the categories. For example, if a PIA has a batch of 150 candidates in which 100 candidates are with disabilities other than intellectual disabilities and 50 candidates are with intellectual disabilities, then the placement required shall be 60 candidates with disabilities other than intellectual disabilities (60 is 60% of 100) and 20 candidates with intellectual disabilities (20 is 40% of 50).

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[2] A person with disability means a person suffering from not less than forty per cent of any disability as certified by a registered medical practitioner (certification should be confirmed on headed paper with registration number of the medical practitioner).

[3] As per census definition of rural area.

1.4.1 What is placement?

For all purposes, placement defined in DDU-GKY Guidelines shall apply. Self-employment, though not restricted, cannot be counted as placement under DDU-GKY PwD project because there are other government funding programmes set up to encourage self-employment.

1.4.2 Incentives for higher placement

If a PIA exceeds placement beyond 70% of trained candidates, it will be eligible for an incentive payment as specified in the cost norms table. Similarly, in case a PIA exceeds placements beyond 85%, it will be entitled to enhanced incentives as specified in cost norms table.

1.4.3 Project funding if placement target not met

If a PIA does not meet the required target, the total project funding allowed to PIA will be revised on the basis of actual number of candidates placed.

For example, if a PIA has a target of training 1000 candidates with disabilities other than intellectual disability, their placement target would be 60% of the trained candidates, i.e. 600 candidates. If placement of 600 candidates is achieved, then the total project funding allowed would be for 1000 candidates. However, if a PIA is able to place only 192 candidates, then the total target for the purposes of project funding admissible to the PIA would be down-sized to 320 candidates (192 is 60% of 320) irrespective of the fact that a PIA may have trained more than 320 candidates.

Similarly, if a PIA has a target of training 1000 candidates with intellectual disabilities, their placement target would be 40% of the trained candidates, i.e. 400 candidates. If placement of 400 candidates is achieved, then the total project funding allowed would be for 1000 candidates. However, if a PIA is able to place only 192 candidates, then the total target for the purposes of project funding admissible to the PIA would be down-sized to 480 candidates (192 is 40% of 480) irrespective of the fact that a PIA may have trained more than 480 candidates.

In case a PIA has a mixed batch of 1000 candidates in which 700 candidates are with disabilities other than intellectual disability and 300 candidates are with intellectual disability, their placement target would be 60% of the 700 trained candidates, i.e. 420 candidates with disabilities other than intellectual and 40% of 300 trained candidates, i.e. 120 candidates with intellectual disability. If this placement target is achieved, then the total project funding allowed would be for 1000 candidates. However, if a PIA is able to place only 120 candidates with disabilities other than intellectual disability and only 50 candidates with intellectual disability, then the total target for the purposes of project funding admissible to the PIA would be down-sized to 200 candidates with disability other than intellectual disability (120 is 60% of 200) and 125 candidates with intellectual disability (50 is 40% of 125) irrespective of the fact that a PIA may have trained more candidates.

2. Are these guidelines applicable on Himayat and Roshni?

These Guidelines shall be applicable for Himayat scheme and Roshni initiative under DDU-GKY.

3. What is the role of Local organisations with PwD knowledge?

Apart from involving Gram Panchayats and Self-Help Groups, there are several local organisations which have useful knowledge and may be familiar with local people with disabilities. These local organisations are useful to the PIAs because a community need not be always aware of the PwDs and the awareness about the upcoming initiative may not reach the PwDs if such candidates mainly stay at home. Further the person with disabilities and their families may have more concerns than a non-disabled person and their family about training and placement. Local organisations that are familiar with the person with disability and their family would be well placed to help overcome these concerns.

Assuming they are given appropriate sensitisation first, these local organisations can be involved in various activities of mobilizing target beneficiaries including creating awareness about the programme, assist in identifying beneficiaries, facilitate counselling sessions for parents of the identified

youth, monitoring the implementation by the PIAs etc. Therefore, PIAs need to factor in the role of these organisations in developing the strategy for implementation of their project. These organisations will vary depending on the location but some examples are:

- District Disability Officer
- Women and child development department (Anganwadi Workers)
- Social Health Activists
- Village and Multi Rehabilitation Worker (VRW, MRW)

4. Application process for PwD projects under DDU-GKY

4.1 Who are eligible to apply for a PwD projects?

An organization which is eligible under DDU-GKY Guidelines and is holder of Permanent Registration Number (PRN) may apply for a DDU-GKY PwD project.

4.2 Can a consortium of PIAs apply for a PwD project?

A consortium of two PIAs holding Permanent Registration Number can apply for a project in terms of DDU-GKY Guidelines.

4.3 Can PIA outsource activities under DDU-GKY PwD project?

A PIA or consortium of PIAs can also work through the franchisee/outsourcing arrangement. If the project proponent plans to operate centers through a franchisee arrangement this should be clearly mentioned in the application and approval obtained in the project sanction order. The core components of DDU-GKY PwD project is training and placement. If the PIAs intend to outsource the implementation of core components of the project, it has to indicate this clearly during the time of submission of projects. The details of the partner organization (to whom work is being outsourced) including the name, legal status, details of main employees for the project, turnover, net worth and balance sheet has to be submitted along with the proposal. All the details of the financial arrangement between partners for the project have to be submitted. The bank details of the partner organisation also have to be provided and mandatorily registered in Public Financial Management system (PFMS).

4.4 Are there any special eligibility criteria for PIAs/DDU-GKY PwD projects?

4.4.1 PIAs applying for a DDU-GKY PwD project shall be required to meet the following criteria (in case of consortium of PIAs, the criteria need to be met between the different members, i.e. not all consortium members need to meet all the criteria but as a whole all the criteria need to be met and one member can meet one criteria and another member can meet a different criteria):

i. 3 years experience in working in the disability sector; and

ii. Skilling of more than 200 people in any one of the last 3 years on the date of filing project application.

iii. In addition to the above, the PIAs shall also be required to comply with eligibility criteria as detailed under Section 4.7(i) and (ii) of DDU-GKY Guidelines and

iv. The PIA shall be more than 3 years old at the time of application; and

v. Not have negative net worth in at least two out of the last 3 financial years.

vi. The PIA shall have a turnover that is at least 25% of the size of the project proposed.

vii. However, in case of NSDC partners i.e entities in which NSDC has an equity stake or has provided loans; the mandatory norms of 4.4.1(iv) and (v) will not be insisted upon, however 4.4.1(i) will need to be satisfied.

viii. In respect of consortium, the norms detailed in DDU-GKY Guidelines shall apply.

4.4.2 A DDU-GKY PwD project has to be for a minimum length of 3 years[4].

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[4] This does not mean the project needs to take 3 years if the targets can be met earlier than 3 years.

4.4.3 A DDU-GKY PwD project has to comply with 'Accessibility to PwD Principles' at Annexure 1.

4.4.4 A DDU-GKY PwD project shall provide for disability specific skills content as part of its learning content for candidates, depending on the disability type, and shall include content, inter-alia:

- Sessions on Job awareness: What jobs can be done by a PwD, what skills and education are required for a job, case studies of PwDs in jobs benefits of jobs
- Sessions on Self-esteem
- Problem solving sessions with respect to specific disabilities
- Session on Responsibility building
- Sessions on overcoming social barriers
- General overview of disability benefits (government support available to a PwD)
- Life skills communication
- Session by experts on Mobility and Accessibility
- Disability specific IT skills (e.g. using a computer without using mouse nor screen, using a screen reader)
- On-job-training (OJT), where applicable upto 50% of the total course duration or 180 days, whichever is lower

4.4.5 Provide trainers who are qualified to train PwD, including:

- Trainer for proposed trades
- Life skills trainers:
  - o English trainers
  - o IT trainers
  - o Disability specific skills trainers for specific disability types being trained (E.g. Speech and hearing impairment training specialist, visual impairment training specialist, cognitive impairment training specialist)
- Finishing and work readiness skills trainers (adept at providing inputs that ensure high success rates at placement interviews and post placement retention)

4.4.6 Project component shall mandatorily include 'Employer Outreach Programmes' and may include:

- Presenting the business case of employing people with disabilities to employers
- Motivate adherence to an inclusive work environment and equal opportunity in the workplace
- Dispel negative stereotypes about people with disabilities (objects of charity, ill, diseased, anxious, aggressive)
- Create awareness of disability etiquettes how to work with people with disabilities, etiquette dos and don'ts
- Create awareness about disability barriers how inaccessible building infrastructure restricts people with disabilities

4.4.7 Set-up a Call centre for trainees and alumni and provide free access and help for up to one year after completion of training.

4.5 What is the application fee for DDU-GKY PwD project?

Application fees for DDU-GKY PwD projects shall be same as that notified for DDU-GKY projects by MoRD or State Government from time-to-time.

5. What are the criteria for selection of a DDU-GKY PwD project?

5.1. Prior to submission of any project application, the Project Implementation Agency (PIA) must receive a PIA registration number (PRN) by registering and providing adequate documentation through the DDU-GKY website. A PIA may submit project applications for approval once they are registered through the site.

Apart from these, the applicant shall also comply with the instructions or notifications issued by MoRD from time to time.

5.2. Detailed Process for Project Appraisal

The appraisal steps are categorized into 3 major stages as follows:

A.   Stage I - Initial Screening of the project applications

B.   Stage II - Qualitative Appraisal

C.   Stage III - Approval of the project - Consideration and disposal of application by Competent Authority

Project appraisal in DDU-GKY is detailed as a three-stage process as below:

Stage	To be undertaken by	Process	Outcome	Timelines for completion of activity
Initial Screening	(i) MoRD or its designated Project Appraisal Agency (in case of projects in YP States) (ii) SRLMs/SSM's or its designated Project Appraisal Agency (in case of projects in AP States)	Initial screening involves checking an application which has scored a minimum of 10 marks in Technical score on: (a) verification of Transaction ID for payment of non-refundable application fees of Rs. 25000. (b) documents furnished by a PIA in validation of the Priority score and Technical score; (c) eligibility criteria of PIA in terms of Guidelines; (d) Blacklisting of the PIA	Successful applications shall be recommended for Qualitative Appraisal. In all other cases the application shall be rejected, PIA informed and information placed before PAC.	Decision to be communicated to PIAs within 10 days after a PIA files application
Qualitative Appraisal	(i) MoRD or its designated Project Appraisal Agency (in case of projects in YP States) (ii) SRLMs/SSM's or its designated Project Appraisal Agency (in case of projects in AP States)	Detailed evaluation of PIA and project application on basis of 5 parameters- Financials; Organization; Placements; Quality Assurance and Training Infrastructure and Delivery. Appraisal shall be undertaken as per prescribed toolkit as below:	A detailed report shall be placed before the PAC for a decision on disposal. In case of projects filed by Champion Employers and projects for Industrial Internships, only a feedback on PIAs (if the PIA has undertaken DDU-GKY projects) shall be prepared.	30 days from the day an application has been recommended in Initial screening
		(i) Applicants that have conducted MES/QP-NOS/NSQF compliant courses for at least 1 year will be evaluated using Scorecard 1. (ii) Applicants that have NOT conducted MES/QP-		

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Stage	To be undertaken by	Process	Outcome	Timelines for completion of activity
		NOS/NSQF compliant courses for at least 1 year will be evaluated using Score card 2.		
		In case of DDU-GKY PIAs, SRLM shall take a feedback on PIA performance through the Ministry designated system (till such a system is made available, SRLMs shall take inputs from CTSAs concerned).		
		In case of projects filed by Champion Employers and projects for Industrial Internships, Qualitative Appraisal may not be required, and only a feedback on PIAs (which have undertaken DDU-GKY project in past) shall be considered.		
		A PIA undergoing Qualitative Appraisal shall be required to pay a non-refundable appraisal fees as notified by the State.		
Approval of project	(i) Empowered Committee for NRLM in MoRD (in case of projects in YP States) (ii) Project Approval Committee (in case of projects in AP States)	Consideration and disposal of application	Disposal of application means rejection or approval of project.	Within one month of completion of Qualitative Appraisal

Criteria for short listing and selection of DDU-GKY PwD projects will be notified by the Ministry from time to time.

6. What are the cost norms for DDU-GKY PwD projects?

The cost norms for DDU-GKY PwD projects are given in Annexure 2.

7. Are DDU-GKY Guidelines and SOPs applicable on DDU-GKY PwD projects?

It is clarified that these Guidelines supplement the DDU-GKY Guidelines and SOPs to the extent are applicable specifically to all DDU-GKY PwD projects. Wherever these guidelines do not specify any provisions, DDU-GKY Guidelines and SOPs are applicable.
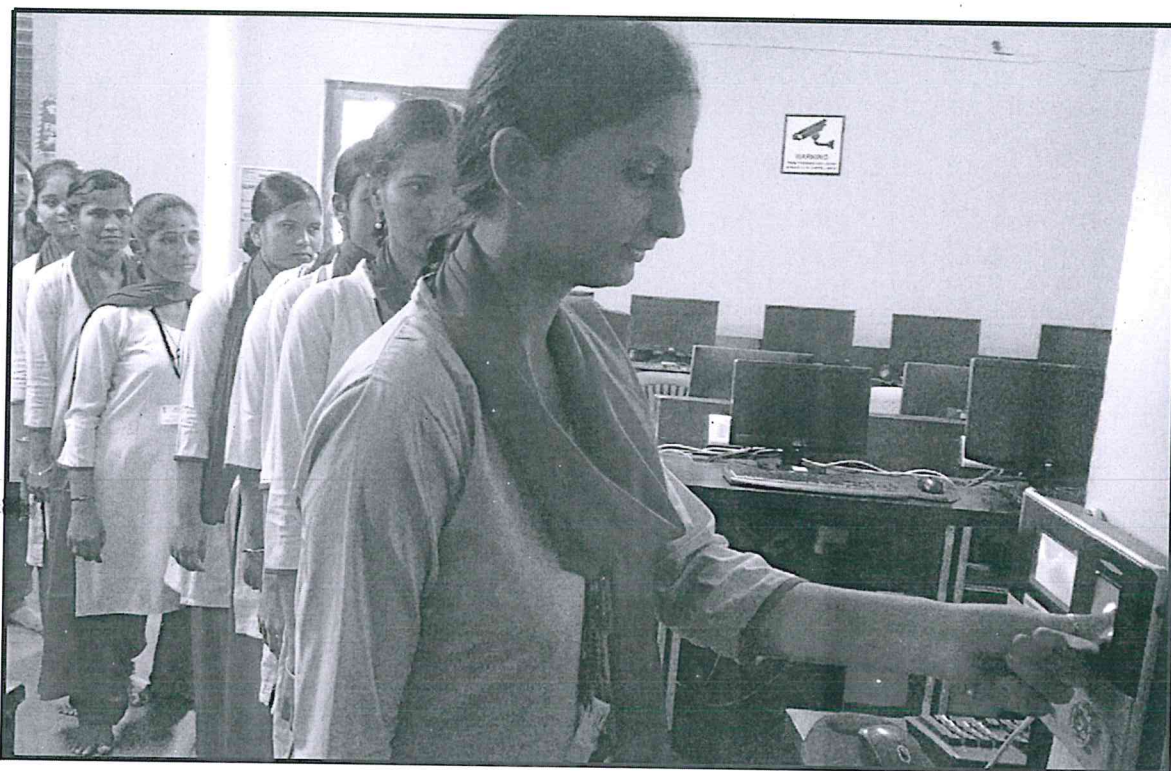
DDU-GKY trainees queuing for their biometric attendance

Annexures

Course completion certificate being awarded to DDU-GKY Trainee Kamleshbhai

Trainees honing their computer skills at the IT lab

Annexure-1

Accessibility to PwD Principles[5]

Please note: These principles are split by disability type. All training centres should be accessible to all PwDs but more accommodations should be made for the disability type being targeted at the centre for training. Only 4 disability types are listed because these are the ones with the most generic reasonable accommodation required. Other disabilities should also be considered to check reasonable accommodations are in place, tailored to individuals.

A 1.1 Building accessibility

Visual Impairment	Hearing & Speech Impairment	Mobility Impairment	Cognitive Impairment
• Railings should be in key areas of the building to help a visually impaired person to navigate. • Good practice is to provide tactile flooring for persons with vision impairment and contrasting walls. If not, orientation of the building must be given on first day. • The building should be well lit. • Signage should be in large size with contrasting colours and available in braille too at an appropriate height. • Good practice is to have digitalized recorder button in areas such as toilets and lifts that provide guidance. If not, orientation of the building must be given on first day. • Orientation of the building to be given to persons with vision impairment on the first day should show where all facilities are (e.g. toilet, water, fire exit, etc). • Elevators should have tactile or braille signage or the signage should be made auditory.	• Alarm system with visual as well as audio alarm.	• Building should be able to be accessed by taxi. • Main entrance to the building should not have steps or others barriers. • Ramps with proper accessibility norms and handrails on both sides should be available. • If the institute is not on the ground floor, elevator or lift should be available for a person using a wheelchair or person with physical disability using aids. • If the space does not allow for construction of a ramp due to unavailability of space, elevators or platform lifts could be installed. As a last option, a temporary removable ramp backed up by an efficient resource person to ensure that the ramp is placed as soon as a disabled person arrives, can be arranged.	• Any signage should be simple and explained pictorially as much as possible. • Good practice is to have digitalized recorder button in addition to signs to provide guidance to those with reading difficulties. If not, orientation of the building must be given on first day.

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[5] Accessibility to PwD principles based on 'Enable India: Infrastructure Protocol for Training Institutions'

Visual Impairment	Hearing & Speech Impairment	Mobility Impairment	Cognitive Impairment
		• Door should be wide enough for wheelchair users and easy to open both ways by wheelchair users (i.e. sliding doors makes this easy).	
		• Path should be wide enough for a person using a wheelchair. Training rooms should also be wide to make it accessible for wheelchair users.	
		• At least one toilet should be accessible for persons with physical disabilities. If not, temporary arrangements should be made.	
		• Drinking water dispensers should be placed at convenient locations and height so that it is accessible for wheelchair users.	
		• Cafeteria / canteen should be accessible to all or alternate arrangements should be made if it is not accessible.	
		• Computer tables and training benches should be made accessible to accommodate wheelchair users.	
		• Height adjustable table and chairs should be available.	
		• Emergency alarm switch to be placed in reachable height of persons with wheelchair user.	

A 1.2   Residential considerations

Visual Impairment	Hearing & Speech Impairment	Mobility Impairment	Cognitive Impairment
• An assistant that can help with daily tasks should be available. • Single beds are easier to access than bunk beds.	• An assistant that can communicate in sign language should be available.	• Single beds are easier to access than bunk beds. • Beds that lower should be available or assistance available to help people in and out of bed. • A harness should be available to move someone with mobility impairments.	• An assistant that can help with daily tasks should be available.

A 1.3   Admission process

Visual Impairment	Hearing & Speech Impairment	Mobility Impairment	Cognitive Impairment
• Online application: Website, admission form and online resources should be accessible for all persons with disabilities. For person with visual impairment, this means they should be compatible with screen readers. • Offline application: Building accessible (as above) and resource available to assist persons with vision impairment and other disabilities..	• Online application: Website, admission form and online resources should be accessible for all persons with disabilities. For person with hearing and speech impairment, this means they should be simply and sufficiently explained using images and words.	• Offline application: Building accessible (as above). • PwD may have difficulty writing so need assistance from another person to do this.	• Offline application: PwD may have slow reading or writing speed so a copy available via a screen reader and a device to convert speech to text or personal support provided will help make the application less challenging.

A 1.4   Training content

Visual Impairment	Hearing & Speech Impairment	Mobility Impairment	Cognitive Impairment
• Websites should be accessible for all persons with disabilities. One example of a barrier would be a photograph of a cricketer on a website with no text identifying it.	• Printed material, audio visual content and presentations should have sufficient visual content so that the audio is not required. Images and		

Visual Impairment	Hearing & Speech Impairment	Mobility Impairment	Cognitive Impairment
Because screen readers cannot interpret images unless there is text associated with it, a person with vision impairment would have no way of knowing whether the image is an unidentified photo or logo, artwork, a link to another page, or something else. Simply adding a line of hidden computer code to label the photograph "Photograph of Rahul Dravid" will allow the visually impaired user to make sense of the image. All elements on the website should be accessible via keyboard. Note: Refer to WCAG 2.0 (Web Content Accessibility Guidelines) for more details - http://www.w3.org/TR/WCAG20/	simple text description (people with hearing and speech impairment have difficulties with grammar) can explain the concept. Trainers should check and explain concepts in full if not understood.		
• Printed material, audiovisual content and presentations should be made accessible by either using the soft copy and a screen reader, or printing material in Braille, or printing in large print with contrasting colours.			
• Audio-visual content should contain sufficient audio so the visuals are not required. Visuals should be in a simple font, in large size and contrasting colours to be optimised for people with low visual impairment. Trainers should check and explain concepts in full if not understood.			

A 1.5   Training delivery

Visual Impairment	Hearing & Speech Impairment	Mobility Impairment	Cognitive Impairment
• Verbal indicators should be used to indicate unspoken body language (e.g. facial expressions, agreement, to indicate) • Material written on whiteboard / blackboard, should be accessible for persons with sensory impairment. People with visual impairment will need more audio, large size visuals with contrasting colours. • For any images, trainer should describe these or use assistive devices such as tactile diagrams to bring these to life. • If using virtual delivery of training (computer based training, webinars, etc.) the audio should be sufficient so that visuals are not required.	• Sign language interpreter may be required. • Images and simple written sentences to explain content. • Material written on whiteboard / blackboard should be accessible for persons with sensory impairment. People with hearing impairment will need more images and simple sentences due to problems comprehending grammar.	• If there are any activities requiring movement ensure the movement specified is in the range of anyone in the class with mobility impairment.	• Further explanation may be required for people with cognitive impairments. Trainers should check with them regularly to check comprehension

A 1.6   Training assessment

Visual Impairment	Hearing & Speech Impairment	Mobility Impairment	Cognitive Impairment
• Instead of a written test, a braille version, or soft copy version that can be interpreted by a screen reader or a verbal test would be more appropriate. • For low VI, written tests should use large, simple font and contrasting colours to make it easier to read.	• Tests should be conducted via sign language.	• If candidates have difficulty writing, provision should be made to have a resource to assist with this.	• Candidates may have slow writing or reading speed which impacts their performance in tests. A time allowance can be given or they could be allowed to use assistive devices (e.g. screen reader) or have a resource on hand who can read out questions and transcript their verbal response.

A 1.7 Personal assistive aids / Teaching aids

Visual Impairment	Hearing & Speech Impairment	Mobility Impairment	Cognitive Impairment
• Screen reader is required for persons with vision impairment to use and access computers and other devices (e.g. JAWS / NVDA screen reader). • Enable magnification on electrical devices (computers, tablets) to zoom in to text or page contents. • Computers should have a minimum of Windows 7 operating system, audio and video drivers installed and speakers or headphones. This is required when training persons with vision impairment. • Optical character recognition (OCR) is required for persons with vision impairment to read and access training material in printed copies or PDF. • Tactile diagrams (i.e. diagrams that can be felt by touch, have braille labelling, big letters and contrasting colours).	• Sign language interpreter support resource. • Hearing aids. • Specialist software for hearing impairments to enhance audio.	• Wheelchairs • Walking sticks • Trained people to help physically move persons when required. • Non-moveable and with appropriate back support chair available • Support staff should be trained in supporting person using wheelchair • Support staff / trainer should have basic first aid knowledge, especially basic knowledge on epilepsy	• If individual has slow reading speed, screen reader can help to digest information more quickly. • If individual has slow writing speed, speech to text software can help improve performance.

A 1.8   Trainers

Trainer experience

Trainers imparting training in disability related components should have experience of minimum 1 year training people with disabilities, and specifically the disability type they are training. If they have less than 1 year experience, they should shadow a RCI qualified trainer to gain this experience.

Qualification certification

For all training centres imparting training in disability related components, there need to be staff with qualification as special educators or rehabilitation professionals as prescribed by the Rehabilitation Council of India (RCI) available at website http://www.rehabcouncil.nic.in/.

Other trainers who impart training of non disability related components should have completed a short term training of 3 days as regard specific needs of persons with disabilities, availability of new technology and new devices for persons with disabilities.

Field of qualification

If there is a focus on a specific disability type, staff should have a RCI qualification in this disability type. If the training centre trains and places all disability types, without a focus on one, they should have staff qualified in all disability types being accepted.

Qualified staff to student ratio

The number of staff with RCI qualification to student ratio should be 50 students to 1 RCI qualified staff member.

Staff to student ratio

The number of staff to student ratio should be 15 students to 1 trainer.

Certificate distribution ceremony for DDU-GKY trainees

Annexure-2

Cost Norms for DDU-GKY PwD projects

The cost norms for support to PIAs are detailed below. The cost norms are based on a per candidate rate on the timeframe shown in the 'Item' column (i.e. per day, per hour). These cost norms will apply to all beneficiaries of projects that are part of the DDU-GKY PwD special scheme. This means that even if only 75% of the beneficiaries are PwD, 100% of the beneficiaries should have the cost norms detailed here applied.

The amounts for different lengths of courses have been calculated to give PIAs a quick view on how much money they would get per candidate for typical course lengths. They have been worked on the basis of a six day (provision has been provided for two holidays in each month) week with a minimum duration of eight hrs/day. Therefore the duration of the three month, six month, nine month and 12 month courses will be 576 hours, 1152 hours, 1728 hours and 2304 hours respectively. DDU-GKY does not support courses of lesser duration. However considerable flexibility is provided in the organisation of the training, which may be for:

i.   A continuous period (six day week)

ii.   Weekends (for those with some employment including unskilled employment)

iii.   Part time (for those who wish to undergo training outside of normal working hours).

The support cost for PwD project includes:

I.   For orthopedically handicapped/physically handicapped - 10% over and above the Base Cost prescribed by Ministry of Skill Development and Entrepreneurship.

II.   For visually impaired/hearing impaired - 20% over and above the Base Cost prescribed by Ministry of Skill Development and Entrepreneurship.

III.   For intellectual and learning disabilities, mental illness/mental retardation - 25% over and above the Base Cost prescribed by Ministry of Skill Development and Entrepreneurship.

1.   Base Cost aligned to common norms: (subject to revision in terms of costs notified by Ministry of Skill Development and Entrepreneurship from time-to-time)

S.no.	Item	Amount
a	Category I Trades/ sectors	Rs. 42.40 / hr
b	Category II Trades/ sectors	Rs. 36.40 / hr
C	Category III Trades/ sectors	Rs. 30.20 / hr

The training cost includes:

i.   Training cost, mobilization of beneficiaries, curriculum, training of trainers, trainer's salaries, utilities, infrastructure, equipment, teaching aids (also Tablet computers), raw materials, etc.

ii.   Live distance training

iii.   Placement linkage

iv.   MIS & Tracking, monitoring, quality control.

In the case of courses having duration between three and 12 months, besides the standard duration of three, six, nine and 12 months, the hourly rates will be used for calculation of the training cost.

2. Residential Training: Accommodation and food

(Note 1. Subject to revision in terms of Boarding & Lodging cost norms prescribed by Ministry of Skill Development and Entrepreneurship from time-to-time.

Note 2. Definition of 'X','Y' and 'Z' category cities shall be in terms of Common Norms notified and as revised from to time by Ministry of Skill Development and Entrepreneurship)

	Item	3 Months (90 days 576hrs)	6 Months (180 days 1152 hrs)	9 Months (270 days 1728hrs)	12 Months (360 days 2304hrs)
a	X Category Cities /Town per day per trainee @ Rs. 300 / day	27000	54000	81000	108000
b	Y Category Cit ies /Town per day per trainee @ Rs. 250 / day	22500	45000	67500	90000
c	Z Category Cities /Town per day per trainee @ Rs.200 / day	18000	36000	54000	72000
d	Rural areas and any area not notified as a municipal / town @ Rs.175 / day	15750	31500	47250	63000
3	One time travel cost @ 5000 / candidate (as per actuals)	5000			
4	Non-residential training: transport				
a	Non-residential training: Food and To & Fro costs	9000	18000	27000	36000

Industry Internship					
5	Boarding & Lodging cost @ Rs. 9000/month for 12 months	N/A	N/A	N/A	108000
6	One-time travel cost	N/A	N/A	N/A	5000

S.No	Item	Per candidate cost
7	Post Placement Support	
a	Placement within District of domicile @ Rs. 3000/ month for 2 months	6000
b	Placement outside District of domicile @ Rs. 3000/ month for 3 months	9000
c	Placement outside State of domicile @ Rs. 3000/month for 6 months	18000

Support costs		
8	Uniform cost	3000
9	Personal assistive aids	5000
10	Job outreach activities (including job melas, employer outreach programmes)	5000
11	Foreign placement counselling support	10000
12	Retention Support (each person retained in employment for 1 year). Out of the support cost 1/3rd of the Support cost shall be shared by PIA with the Candidate.	6000
13	Assessment and Certification charges	600-1500
14	Support for Career Progression (every person trained by the PIA who crosses a salary of Rs. 15,000/- per month and holds it for a minimum of 90 calendar days within one year of completion of training). Out of the support cost 1/3rd of the Support cost shall be shared by PIA with the Candidate.	5000

15	Incentives to PIAs for higher placements	
A	If a PIA has placed 70% -85% of the trained candidates in a project	Rs. 3000 per candidate
B	If a PIA has placed 85% and above of the trained candidates in a project	Rs. 5000 per candidate

Minimum wages placements are required to pay placed candidate for DDU-GKY PwD special scheme to recognise the placement. Wages are based on National Skill Qualification Framework (NSQF) level received as a result of the training.[6]

S.no.	Item	NSQF level 1 or 2 achieved	NSQF level 3 or 4 achieved	NSQF level 5 or 6 achieved	NSQF level 7 or more achieved
16	Minimum wages for placements in India (per month) - Cost to Company (CTC) or minimum wages whichever is higher	6,000	7,500	9,000	10,000
17	Minimum wages for placements abroad	25000	25000	25000	25000

[6] NSQF level descriptions can be found at:
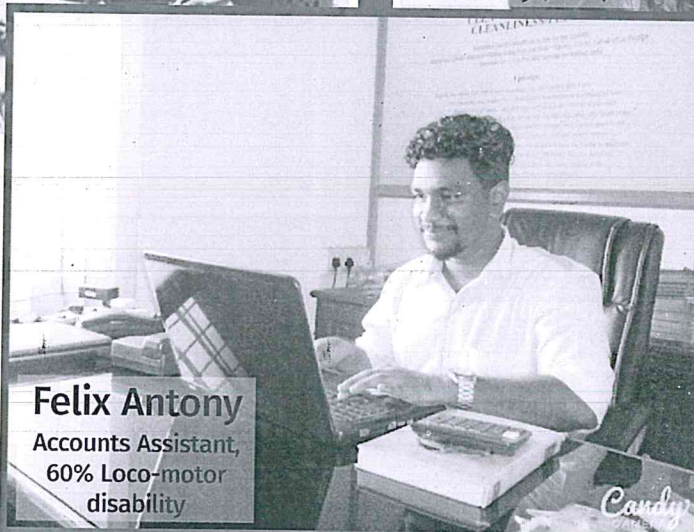http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/NSQF-NOTIFICATION.pdf
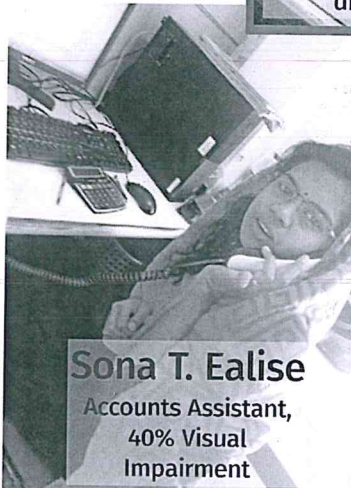
Proud DDU-GKY PwD alumni at work
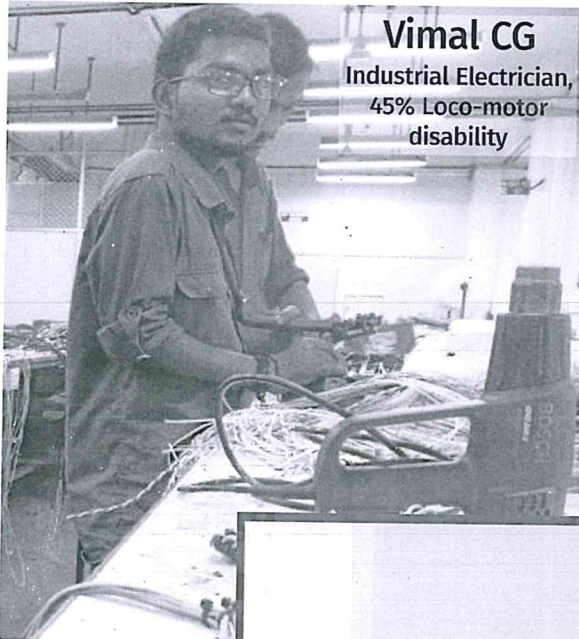
Vimal CG
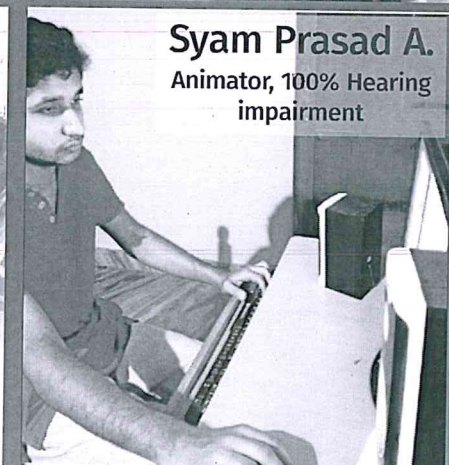Industrial Electrician, 45% Loco-motor disability
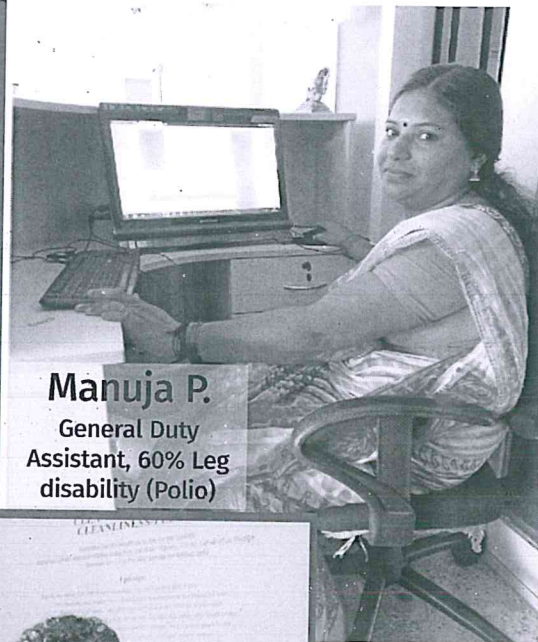
Manuja P.
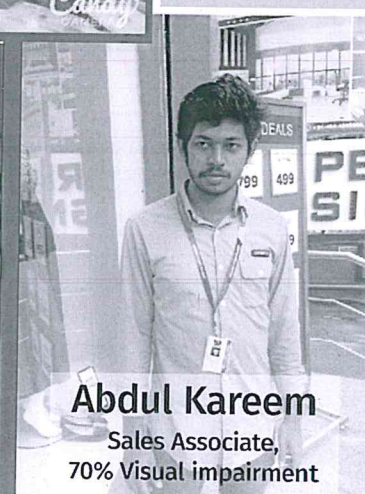General Duty Assistant, 60% Leg disability (Polio)

Felix Antony
Accounts Assistant, 60% Loco-motor disability

Sona T. Ealise
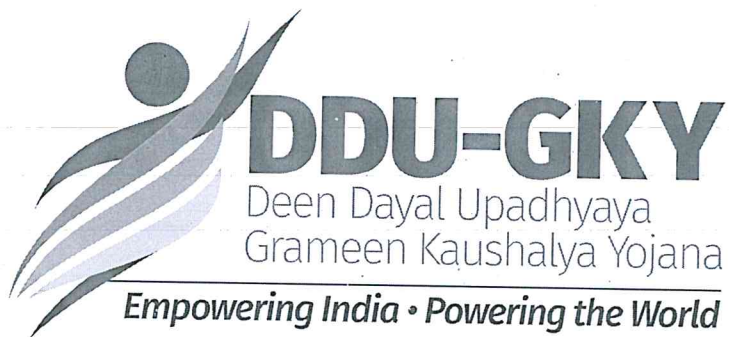Accounts Assistant, 40% Visual Impairment

Syam Prasad A.
Animator, 100% Hearing impairment

Abdul Kareem
Sales Associate, 70% Visual impairment

DDU-GKY

Deen Dayal Upadhyaya
Grameen Kaushalya Yojana

Empowering India • Powering the World

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सत्यमेव जयते
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