



Training Provider **Affiliation and Standards Compliance Policy**

SAFETY SKILL DEVELOPEMENT FOUNDATION

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CONTENTS

1.	Introduction.....	3
2.	About SSDF	4
3.	Acronyms	5
4.	Purpose and scope	5
5.	Objective.....	6
6.	Roles and Responsibilities of a Training Partner/ Provider	7
7.	Roles and Responsibilities of SSDF Management	8
H.	Assessment Protocol for Training Providers	9
9.	Detailed procedure of affiliation/accreditation	10
10.	Re-affiliation Process	15
11.	Blacklisting/suspension	16
12.	Terms and Conditions for Overseas Training Partner (OTPs) Affiliation:	18
13.	Grievance Redressal	22



1. Introduction

The Safety Skill Development Foundation (SSDF) is developing a detailed policy designed to facilitate the affiliation of institutions interested in becoming Training Partners or Providers. This forthcoming policy is set to delineate comprehensive guidelines and established norms that institutions must follow to join SSDF's network of esteemed training partners. The aim is to streamline the process, making it transparent and accessible for all entities eager to contribute to the vocational training landscape under the SSDF umbrella.

At the heart of SSDF's objectives, the Training Provider Affiliation initiative is instrumental. It serves as a quality assurance mechanism, ensuring that vocational training across various sectors aligns with the high standards set forth by SSDF's Qualifications/National Occupational Standards (NOS). This initiative is not just a process but a commitment to excellence in vocational education and training, ensuring that the workforce of tomorrow is equipped with the skills, knowledge, and competencies required by industries today.

SSDF invites Educational Institutions, Vocational Training Providers (VTPs), and Industry bodies with a keen interest in providing vocational training that meets the rigorous standards of SSDF's NOS. These standards are not arbitrary; they are carefully crafted benchmarks that ensure training programs not only meet industry needs but also equip learners with globally recognized skills. The process for becoming an affiliated Training Partner or Provider with SSDF is thorough and involves several key steps. Initially, an in-depth review of the applying institution's existing capabilities and infrastructure is conducted. This is to ascertain the institution's readiness and ability to deliver quality vocational training that complies with SSDF's Qualifications/National Occupational Standards.

Following this, SSDF evaluates the institution's potential to develop or enhance its infrastructure and training capabilities to meet or exceed SSDF's stringent quality requirements. This evaluation is crucial as it determines the institution's capacity to provide high-quality, QP/NOS-based vocational training effectively and sustainably.

Institutions that successfully navigate the affiliation process become part of a select group of SSDF-affiliated Training Partners or Providers. This not only elevates their status in the vocational training ecosystem but also aligns them with SSDF's mission to advance the quality, accessibility, and relevance of vocational education and training across various industries.

Through this affiliation policy, SSDF is setting the stage for a transformative leap in vocational training quality and delivery. It underscores SSDF's unwavering commitment to fostering a skilled workforce that is well-prepared to meet the challenges of today's dynamic work environment while propelling industries towards growth and innovation.



2. About SSDF

The Safety Skill Development Foundation (SSDF) represents a cornerstone in the ecosystem of vocational education and training, specifically in the domain of safety within various industries. As a non-profit organization, it is registered under Section 8 of the Company Act, 2013, and holds the distinguished recognition as an Awarding Body by the National Council for Vocational Education and Training (NCVET), under the auspices of the Ministry of Skill Development & Entrepreneurship. The inception of SSDF, under the sponsorship of ASK-EHS Engineering & Consultants Private Limited, was motivated by the vision to forge an industry-aligned skill ecosystem. This vision encompasses the development of National Occupational Standards (NOS), comprehensive training delivery systems, assessment methodologies, and certification processes. These elements are harmoniously aligned with the National Skill Qualification Framework (NSQF) and the New Education Policy of the Government of India, aiming to fulfil the skill requirements of industries and maintain the global and technological competency of safety professionals.

Salient Objectives of SSDF:

- A. Industry-Specific Standard Development:** Tailoring NOS and qualifications to accurately reflect the evolving needs of the industrial sector, ensuring that the workforce remains competitive on a global scale.
- B. Curriculum Innovation and Adaptation:** Crafting and continuously refining content and curricula to mirror industry demands and technological advancements, thereby fostering an adaptive and forward-thinking approach to vocational education.
- C. Regulatory Endorsements and Approval:** Navigating governmental processes to achieve official endorsement for NOS and qualifications, thereby legitimizing and standardizing skill development endeavours.
- D. Comprehensive Training and Assessment Framework:** Establishing a cohesive infrastructure for the delivery of training, assessment, and certification, alongside a dedicated program for the professional development of trainers.
- E. Recognition of Prior Learning (RPL):** Implementing a systematic process for recognizing and certifying the pre-existing skills of professionals and workers, thereby valuing and integrating their contributions into the formal skill development framework.
- F. Vocational Training and Employment Promotion:** Advocating for and supporting the establishment of institutions and academies that specialize in vocational training, thereby enhancing employment opportunities within the industry.
- G. Skilling Institution Development:** Leading the charge in the establishment of centers dedicated to vocational education and training, ensuring a robust and accessible skill development network.
- H. Creating International Benchmarking:** Establishing Global Standards, with the objective of establishing EHS Qualifications that meet international benchmarks, making them recognized in various countries and facilitating global career opportunities for graduates.



3. Acronyms

- A. SSDF: Safety Skill Development Foundation
- B. AAs: Assessment Agencies
- C. ABs: Awarding Bodies
- D. CSSM: Central Sponsored State Managed
- E. CSCM: Central Sponsored Central Managed
- F. NSDC: National Skill Development Corporation
- G. NOS: National Occupational Standards
- H. NSQF: National Skill Qualification Framework
- I. OTPs: Overseas Training Partner
- J. PMKVY: Pradhan Mantri Kaushal Vikas Yojana
- K. PIAs: Project Implementation Agencies
- L. QPs: Qualification Packs
- M. MCs: Micro Credentials
- N. RPL: Recognition of Prior Learning
- O. SIP: Skill India Portal
- P. STT: Short Term Training
- Q. TPs: Training Providers
- R. TC: Training Centre
- S. TOT: Training of Trainers
- T. TOA: Training of Assessors

4. Purpose and scope

The purpose of affiliating Vocational Training Providers (VTPs) and educational institutions with the Safety Skill Development Foundation (SSDF) is twofold: to enhance the employability of learners by focusing on their learning and development, and to foster a culture of continual excellence among VTPs and educational bodies. This alignment aims to ensure that training providers are consistently aligned with the evolving needs of the industry.

The affiliation process is designed to guarantee that VTPs and educational bodies maintain high standards of quality in delivering vocational training based on Qualification Packs (QPs), National Occupational Standards (NOS), Micro Credentials (MCs), and courses. By adhering to these standards, affiliated providers will equip learners with the skills and knowledge demanded by the industry, thus significantly improving their employment prospects.

Moreover, this process encourages VTPs and educational institutions to engage in continuous improvement, ensuring that their training programs remain relevant and up to date with industry standards and technological advancements. In doing so, SSDF aims to create a robust and dynamic ecosystem where the quality of vocational training is paramount, ultimately leading to a workforce that is well-prepared to meet the challenges and opportunities of the contemporary job market.



5. Objective

The affiliation initiative with the Safety Skill Development Foundation (SSDF) is guided by several key objectives designed to elevate the quality and effectiveness of vocational training across the board. These objectives are foundational to ensuring that the training provided by Vocational Training Providers (VTPs) and educational institutions not only meets but exceeds the industry standards and expectations. The salient objectives of the affiliation process include:

- A. Quality Assessment:** Evaluate VTP institutions and educational bodies to ensure their programs align with the quality parameters established by SSDF. This assessment aims to guarantee that the training delivered adheres to the highest standards of quality and relevance.
- B. Excellence in Infrastructure:** Promote excellence in the infrastructure of VTP institutions, enhancing their capability to deliver Qualification Packs (QPs), National Occupational Standards (NOS), Micro Credentials (MCs), and competency-based training effectively. This objective focuses on ensuring that the physical and digital resources of VTP institutions support high-quality training delivery.
- C. Continuous Improvement Framework:** Establish a comprehensive framework for continuous improvement within VTP institutions. This framework will facilitate ongoing enhancement of training programs and enable benchmarking with leading institutions both within India and internationally. The aim is to foster a culture of excellence and innovation in vocational training.
- D. Development of Professional Competency:** Assist in the development of learners' professional competencies, ensuring they align with industry requirements. By focusing on the practical application of skills and knowledge, the affiliation process aims to prepare learners for the demands of the job market, enhancing their employability and career prospects.
- E. Promoting Innovation in Training Methods:** Encourage the adoption of innovative training methodologies and technologies among VTP institutions and educational bodies. This involves integrating advanced digital tools, interactive e-learning platforms, and simulation-based learning to enhance the training experience and outcomes for learners.
- F. Strengthening Industry-Training Provider Linkages:** Facilitate stronger collaborations and partnerships between VTP institutions, educational bodies, and industry stakeholders. This objective aims to ensure that vocational training programs are directly influenced by real-world industry needs and trends, leading to more targeted and relevant training content.
- G. Enhancing Access to Quality Training:** Expand access to high-quality vocational training across diverse geographic and socio-economic groups. By ensuring that a broad spectrum of learners has access to SSDF-affiliated training programs, this objective seeks to democratize education and empower individuals with the skills needed for economic advancement.
- H. Sustainability and Environmental Awareness:** Incorporate principles of sustainability and environmental stewardship into vocational training programs. This objective recognizes the importance of preparing learners for a future where sustainable practices and environmental awareness are integral to various industries.
- I. Global Competitiveness:** Prepare learners not only for local and national job markets but also for global competitiveness. By aligning training standards with international benchmarks, SSDF aims to ensure that learners are equipped with skills and knowledge that are globally relevant and in demand.
- J. Lifelong Learning:** Promote the concept of lifelong learning among learners and training



providers. Encouraging ongoing education and skill development ensures that the workforce remains adaptable and capable of navigating the rapidly changing demands of the job market.

Through these extended objectives, the SSDF's affiliation initiative seeks to create a comprehensive and forward-looking vocational training ecosystem that not only meets the immediate needs of industries and learners but also anticipates future challenges and opportunities, ensuring long-term success and resilience.

6. Roles and Responsibilities of a Training Partner/ Provider

Training Partners or Providers affiliated with vocational education and training programs play a pivotal role in the skill development ecosystem. Their responsibilities are multifaceted, encompassing the delivery of high-quality training, ensuring alignment with industry standards, and fostering the professional growth of learners. Below are key roles and responsibilities of a Training Partner/Provider:

A. Curriculum Development and Delivery:

- i. Develop and deliver training programs based on Qualification Packs (QPs) and National Occupational Standards (NOS) provided by the awarding body (SSDF).
- ii. Ensure that the contents of curriculum are up-to-date, industry-relevant, and incorporates the latest trends and technologies.

B. Quality Assurance:

- i. Maintain high standards of training delivery, trial-assessment, and pre-evaluation to ensure compliance with the awarding body's quality requirements.
- ii. Implement continuous improvement processes to enhance training effectiveness and learner satisfaction.

C. Infrastructure and Resources:

- i. Provide adequate physical and digital infrastructure that facilitates effective learning, including well-equipped classrooms, labs, and access to e-learning platforms.
- ii. Ensure that learning resources, such as textbooks, digital content, and simulation tools, are readily available and of high quality.

D. Faculty Development:

- i. Recruit and retain qualified instructors with relevant industry experience and teaching capabilities.
- ii. Provide ongoing professional development opportunities for faculty to keep them abreast of the latest educational methodologies and industry practices.

E. Learner Support and Guidance:

- i. Offer career counselling and guidance services to help learners make informed decisions about their career paths.
- ii. Support learners with additional resources, tutoring, and mentoring to ensure their academic and professional success.

F. Industry Collaboration:

- i. Engage with industry stakeholders to ensure training programs align with current and future workforce needs, to complete practical and On Job training requirements (OJT).
- ii. Facilitate internships, apprenticeships, and placement opportunities for learners to gain practical experience.



G. Compliance and Reporting:

- i. Adhere to all regulatory and accreditation/affiliation requirements, including data privacy laws and ethical guidelines.
- ii. Regularly report on training outcomes, learner progress, and program effectiveness to the accrediting body (SSDF).

H. Sustainability and Innovation:

- i. Incorporate sustainable practices in training delivery and operations.
- ii. Innovate and experiment with new training methodologies, technologies, and learning models to enhance educational outcomes.

I. Lifelong Learning Promotion:

- i. Encourage a culture of lifelong learning among learners and instructors, emphasizing the continuous acquisition of new skills and knowledge.

By fulfilling these roles and responsibilities, Training Partners/Providers significantly contribute to building a skilled and competent workforce ready to meet the challenges of today's dynamic job market.

7. Roles and Responsibilities of SSDF Management

The Safety Skill Development Foundation (SSDF) plays a critical role in ensuring the effective implementation and ongoing management of policies related to vocational training and assessment. The organization's structure is designed to facilitate clear accountability and efficient process management. Below are the key roles and responsibilities within SSDF concerning the maintenance of policy, and oversight of changes and approvals:

S. No	Process Activity	Responsibility
1.	Maintenance of Policy	Process Owner, SSDF: yajuvendra@ssdfindia.org
2.	Changes & Approvals	CEO, SSDF: aksingh@ssdfindia.org

Detailed Responsibilities

A. Maintenance of Policy (Process Owner, SSDF)

Responsibility: The designated Process Owner within SSDF is responsible for the maintenance, review, and update of all policies related to training provider affiliation, assessment protocols, and other procedural guidelines.

Activities:

- i. Regularly review policies to ensure they align with current educational standards, industry needs, and regulatory requirements.
- ii. Engage with stakeholders, including training providers, assessment agencies, and industry representatives, to gather feedback and insights for policy improvement.
- iii. Coordinate with internal departments within SSDF to ensure policies are effectively implemented and adhered to.



B. Changes & Approvals (CEO, Chairman, SSDF)

Responsibility: The CEO or Chairman of SSDF holds the ultimate authority for approving changes to policies, strategic direction, and overarching procedures related to the organization's mission and objectives.

Activities:

- i. Evaluate recommendations for policy changes or updates, considering their impact on the organization's goals and the vocational training ecosystem.
- ii. Approve policy changes, ensuring they contribute to the enhancement of training quality, compliance with regulatory standards, and alignment with industry trends.
- iii. Communicate approved changes to relevant stakeholders, ensuring transparency and facilitating a smooth transition to new or updated policies.

These roles and responsibilities underscore SSDF's commitment to maintaining high standards of vocational training and assessment, promoting continuous improvement, and ensuring that policies remain relevant to the evolving demands of the workforce and industry.

8. Assessment Protocol for Training Providers

For Training Providers affiliated with the Safety Skill Development Foundation (SSDF), it is mandatory that all assessments of learner competencies be conducted exclusively through assessment agencies that are officially approved by the National Council for Vocational Education and Training (NCVET) and affiliated under SSDF. This protocol ensures the following:

- A. Standardization of Assessment:** Assessments carried out by NCVET-approved agencies guarantee a standardized evaluation process across all training providers. This standardization ensures that the assessment criteria and procedures align with the National Occupational Standards (NOS) and Qualification Packs (QPs) established by SSDF.
- B. Quality Assurance:** Utilizing approved assessment agencies helps in maintaining high-quality assurance in the evaluation process. These agencies are vetted for their competence in delivering fair, objective, and rigorous assessments, ensuring that all learners are evaluated against the same high standards.
- C. Credential Integrity:** The involvement of approved agencies in the assessment process lends integrity and credibility to the certifications awarded to learners. This is crucial for the acceptance and recognition of these credentials by industry stakeholders and employers.
- D. Compliance and Accountability:** By adhering to this assessment protocol, training providers ensure compliance with NCVET guidelines and SSDF affiliation requirements. It establishes a system of accountability where assessment agencies are responsible for upholding the standards and ethics of vocational evaluation.
- E. Continuous Improvement:** Feedback from these assessments can be utilized for continuous improvement of training programs. It provides valuable insights into areas where the curriculum may need to be updated or where instructional methods can be enhanced to better prepare learners for industry demands.
- F. Transparency and Fairness:** The use of external, approved assessment agencies ensures transparency in the assessment process. It helps in eliminating biases and provides a level playing field for all learners, thereby enhancing the fairness of the evaluation process.
- G. Industry Relevance:** Approved assessment agencies are often well-versed in industry requirements and trends. Their involvement ensures that the assessments are relevant to current industry needs, facilitating the transition of learners into the workforce.



Training providers must facilitate the coordination between learners and these approved assessment agencies, ensuring that all parties are informed of the assessment schedules, procedures, and requirements. This collaborative approach between training providers, assessment agencies, and SSDF is fundamental to achieving the overarching goal of equipping learners with industry-relevant skills and recognized qualifications.

9. Detailed procedure of affiliation/accreditation

A. Detailed Procedure for Affiliation: Institutions Eligible for Affiliation

The affiliation process with the Safety Skill Development Foundation (SSDF) is designed to ensure that institutions seeking to become affiliated training partners/providers meet a comprehensive set of criteria, ensuring they are well-equipped to deliver high-quality vocational training in line with national standards. The following detailed procedure outlines the eligibility criteria for institutions aspiring for affiliation. The scope of eligibility extends to a wide range of institutions, reflecting the diverse nature of vocational training providers across the sector. These include:

- i. **Industry/Association/Employer/Contractor Institutions:** Entities operating within specific sectors or skill ecosystems, demonstrating a direct link to the industry and a commitment to fostering skill development.
- ii. **Government-Affiliated Training Institutions:** Institutions established or affiliated by the Government of India (GoI), National Skill Development Corporation (NSDC), State Skill Development Missions (SSDMs), All India Council for Technical Education (AICTE), and the National Council for Vocational Education and Training (NCVET), etc., which adhere to government standards for vocational training.
- iii. **Higher Education Institutions:** Colleges and institutes affiliated with universities set up by central or state/UT governments or recognized by the University Grants Commission (UGC), offering vocational education and training as part of their curriculum.
- iv. **Secondary Education Institutions:** Schools and institutes approved by central or state Boards of Secondary Education (or equivalent) or Boards of Technical Education, incorporating vocational training into their educational offerings.
- v. **Government-Set Institutes:** Any institute established by the central or state/UT government specifically for vocational training or skill development.
- vi. **Private Training Institutions:** Independent private entities operating in the vocational training space, offering specialized training programs to meet industry demands.
- vii. **Corporate Training Institutions:** Training institutions established by private companies aimed at meeting the skilled manpower requirements of their respective industry or sector.
- viii. **Registered Vocational Training Providers (VTP) or Training Partner Agencies (TPA)** under the National Apprenticeship Promotion Scheme (NAPS), indicating a formal recognition and commitment to vocational training.
- ix. **Legal Entities:** Any registered legal entity in India, equipped with a Permanent Income Tax Account Number (PAN) and having audited Income Tax Returns (ITR) for the last three financial years, demonstrating financial stability and compliance with national regulations.

B. Documents Required for Affiliation

For institutions seeking affiliation with the Safety Skill Development Foundation (SSDF), a comprehensive dossier of documents is required to verify the eligibility and readiness of the institution to deliver quality vocational training programs. The documentation serves as a foundational



checkpoint, ensuring that all prospective training providers meet the legal, financial, and operational criteria set forth by SSDF. Below is a detailed list of the necessary documents:

i. Proof of Registered Legal Entity in India:

Institutions must submit official documentation that verifies their legal status as a registered entity within India. This could include a Certificate of Incorporation for companies, a Registration Certificate for societies or trusts, or any other document issued by a competent authority that proves the institution's legal existence.

ii. PAN/TAN/GST in the Name of Organization:

A copy of the Permanent Account Number (PAN) card, Tax Deduction and Collection Account Number (TAN), and Goods and Services Tax (GST) registration (if applicable) must be provided. These documents confirm the organization's compliance with Indian tax laws and its registration for tax purposes.

iii. Cancelled Cheque of Organization:

A cancelled cheque from the organization's official bank account is required. This serves as proof of the institution's banking details and financial readiness to engage in monetary transactions as part of its operational activities.

iv. Audited ITR of Latest Assessment Year:

The audited Income Tax Return (ITR) for the last three years must be submitted. This document is critical for assessing the financial health and stability of the institution, ensuring that it has a solid financial foundation to support its training programs.

v. Applicant's Profile for Experience in the Industry or Skill Ecosystem, if Any:

An in-depth profile of the applicant institution, highlighting its experience in the industry or skill ecosystem, is required. This should include details of previous training programs conducted, partnerships with industry bodies, contributions to skill development, and any accolades or recognitions received. The profile helps in assessing the institution's capability and track record in delivering vocational training.

These documents collectively provide a comprehensive overview of the institution's legal, financial, and operational readiness to become an SSDF-affiliated training provider. They are critical for ensuring that only qualified, competent, and committed institutions are brought into the fold to contribute to the national skill development agenda.

C. Criteria of Flexibility

i. Flexibility in Documentation Requirement:

The stringent documentation requirements for affiliation with the Safety Skill Development Foundation (SSDF) are in place to ensure that training providers meet the high standards set forth by SSDF. However, recognizing the diversity and varying capabilities of training institutions across different regions, SSDF allows for some flexibility in these requirements to accommodate the organization's regional representation and aspirations. In instances where an institution's capabilities are exceptional or where their affiliation significantly contributes to SSDF's mission in underserved regions, the Chairman or CEO of SSDF has the discretion to relax certain criteria. Such exceptions will be carefully considered, documented, and approved by the Chairman or CEO, ensuring transparency and integrity in the affiliation process.

ii. Continuous Application Process:



SSDF is committed to expanding its network of quality training providers to meet the skill development needs across various sectors. Therefore, applications for affiliation are accepted on a rolling basis throughout the year, without specifying a financial limit. This open and continuous application process is designed to attract new and promising Training Providers (TPs) who are eager to contribute to the skill ecosystem. By not setting a financial barrier, SSDF aims to ensure that all institutions, regardless of their size or financial capacity, have the opportunity to become affiliated, provided they meet the quality and operational standards.

iii. **Conflict of Interest Policy:**

To maintain the integrity and impartiality of the vocational training and assessment ecosystem, SSDF enforces a strict conflict of interest policy. A Training Provider affiliated with SSDF cannot ordinarily serve as an Assessment Agency. This separation ensures that training delivery and assessment remain independent to uphold the credibility of the certification process. However, in exceptional circumstances where it may be beneficial or necessary for a Training Provider to also function as an Assessment Agency, such cases will be subject to the discretion and approval of the Chairman or CEO of SSDF. Any decisions to deviate from the standard policy will be thoroughly documented, highlighting the rationale and conditions under which the exception is granted, to maintain transparency and accountability within the system.

D. Evaluation of Documents

The process of affiliating with the Safety Skill Development Foundation (SSDF) involves a comprehensive evaluation of documents submitted by applicants. This meticulous process ensures that only institutions capable of upholding the high standards of vocational training set forth by SSDF are granted affiliation. The document evaluation process is divided into distinct stages, each handled by specialized departments within SSDF, to ensure a thorough and unbiased review. Below is a detailed overview of each stage in the evaluation process:

i. **Evaluation by the Business Development Team:**

Responsibility: The initial review of all submitted documents is conducted by the Business Development (BD) team. This team is responsible for assessing the overall suitability of the applicant institution for affiliation with SSDF.

Process: The BD team evaluates the completeness and relevancy of the application, including the proof of registered legal entity, PAN/TAN/GST documentation, and the institution's profile. This initial assessment focuses on the institution's alignment with SSDF's mission and its potential to contribute to the vocational training ecosystem.

Outcome: Based on their evaluation, the BD team either proceeds with the application for further financial review or provides feedback to the applicant on areas requiring additional information or clarification.

ii. **Evaluation by the Accounts Department:**

Responsibility: The Accounts Department is tasked with the detailed evaluation of all financial documents submitted by the applicant institution. This includes the audited Income Tax Returns (ITR) of the latest assessment year and the cancelled cheque of the organization.

Process: The evaluation focuses on verifying the financial stability and compliance of the institution with tax laws and financial regulations. The Accounts Department assesses the financial health of the institution, ensuring it has the necessary financial foundation to support quality vocational training programs.



Outcome: Successful evaluation at this stage confirms the financial eligibility of the institution for affiliation. In cases where financial documents raise concerns, the Accounts Department may request additional documentation or clarification.

iii. Verification by the Quality Team:

Responsibility: The final stage of the document evaluation is conducted by the Quality Assurance (QA) Team. This team is responsible for ensuring that all aspects of the application meet SSDF's quality standards.

Process: The QA Team conducts a verification of the evaluations carried out by the BD and Accounts teams. This includes a cross-check of the completeness and accuracy of all documents, ensuring that the institution's offerings are capable of delivering high-quality vocational training aligned with SSDF's standards.

Outcome: The QA Team's verification serves as the final check before an institution's application for affiliation is approved. This stage ensures that all evaluated documents and the institution itself adhere to the quality expectations of SSDF. Should any discrepancies or areas of concern be identified, the QA Team coordinates with the institution to address these issues.

This detailed and layered evaluation process underscores SSDF's commitment to maintaining excellence within its network of affiliated training providers. It ensures that each institution affiliated with SSDF is thoroughly vetted for legal, financial, and quality assurance, guaranteeing the delivery of superior vocational training programs.

E. Training Centre Accreditation

Training Centre Accreditation is a critical step in ensuring that vocational training institutions meet the high standards of quality and operational excellence as required by the Safety Skill Development Foundation (SSDF). The accreditation process is meticulously structured and governed by a specific Standard Operating Procedure (SOP) developed to guide the evaluation and approval of training centres. This SOP outlines the criteria, processes, and benchmarks that training centres must satisfy to achieve and maintain accreditation status. The accreditation process is designed to assess a training centre's capacity to deliver vocational training programs that are effective, relevant, and aligned with industry standards. Below is a detailed description of the Training Centre Accreditation process:

i. Accreditation Criteria:

a. Infrastructure:

Evaluation of physical and digital infrastructure to ensure it supports effective learning and teaching. This includes classrooms, workshops, labs, and access to learning management systems.

b. Curriculum and Training Material:

Assessment of the training curriculum and materials to ensure they align with the National Occupational Standards (NOS) and are updated to meet industry needs.

c. Faculty:

Verification of the qualifications, experience, and training of instructors to ensure they are capable of delivering high-quality education.

d. Quality Assurance Mechanisms:



Review of internal quality assurance processes, including feedback mechanisms, continuous improvement processes, and student assessment methodologies.

e. Student Support Services:

Evaluation of the availability and effectiveness of student support services, such as career counselling, job placement assistance, and support for students with special needs.

f. Safety and Compliance:

Inspection of safety measures, health protocols, and compliance with legal and regulatory requirements.

ii. Accreditation Process:

a. Application Submission:

Training centers seeking accreditation must submit an application along with the required documentation as per the SOP guidelines.

b. Preliminary Review:

The SSDF accreditation team conducts a preliminary review of the submitted documents to ensure completeness and compliance with basic eligibility criteria.

c. On-Site Evaluation:

An on-site evaluation is scheduled to assess the physical infrastructure, resources, faculty, and operational processes against the accreditation criteria.

d. Report Preparation:

Following the on-site evaluation, the accreditation team prepares a detailed report outlining the findings, including areas of compliance and recommendations for improvement.

e. Accreditation Decision:

The accreditation committee reviews the evaluation report and makes a decision regarding the accreditation status of the training center. This decision may include full accreditation, conditional accreditation with recommendations for improvement, or denial of accreditation.

f. Continuous Monitoring:

Accredited training centers are subject to continuous monitoring and periodic re-evaluation to ensure ongoing compliance with SSDF standards.

iii. Compliance and Continuous Improvement:

Training centers are encouraged to use the accreditation process as an opportunity for self-assessment and continuous improvement. Compliance with the accreditation criteria and adherence to the SOP ensures that training centers are well-equipped to provide high-quality vocational training, thereby enhancing the employability of graduates and meeting the skill needs of the industry. Training Centre Accreditation is integral to upholding the quality and integrity of vocational training programs, ensuring that they meet the stringent standards set by SSDF and contribute positively to the skill development ecosystem.

F. Affiliation Process



The affiliation process for becoming a Training Partner (TP) with the Safety Skill Development Foundation (SSDF) is a structured procedure designed to ensure that training providers meet the necessary standards for delivering high-quality vocational training. The process is detailed as follows:

i. Approval Based on Document Evaluation:

The Business Development (BD) team and the accounts team are responsible for the initial evaluation of documents submitted by applicants. Based on their comprehensive review and recommendations, the CEO of SSDF will grant approval for affiliation.

ii. Affiliation Fee:

Once the application is approved, applicants are required to deposit a one-time affiliation fee. This fee grants the institution the status of an SSDF-affiliated Training Partner. The affiliation is valid for a period of 2 years, after which a biannual re-affiliation is applicable to maintain the affiliated status.

iii. Registration Fee for Batches:

Affiliated Training Partners are subject to a registration fee of Rs. 6000/- for each batch or Training Centre (TC) at the commencement of the batch. This fee is part of the ongoing costs associated with maintaining the high standards of training delivery expected by SSDF.

iv. Memorandum of Understanding (MoU) and Service Level Agreement (SLA):

A formal agreement, in the form of an MoU cum SLA, will be established between SSDF and the Training Provider. This agreement outlines the responsibilities, expectations, and obligations of both parties, ensuring a mutual commitment to quality training delivery and adherence to SSDF's standards.

v. Issuance of Affiliation Certificate:

Upon meeting all the prerequisites and the successful processing of the affiliation fee, SSDF will issue an Affiliation Certificate to the Training Partner. This certificate serves as formal recognition of the institution's status as an SSDF-affiliated vocational training provider.

vi. Validity and Re-affiliation:

The affiliation certificate is valid for a period of two years from the date of issuance. To maintain continuous affiliation with SSDF, Training Partners are encouraged to initiate the re-affiliation process on or before the expiry of the current affiliation period. This ensures uninterrupted recognition as an SSDF-affiliated institution and the ability to offer vocational training programs under the SSDF banner.

This detailed affiliation process is designed to foster a network of highly competent and dedicated Training Partners, contributing to the overarching goal of enhancing the quality and accessibility of vocational training across various sectors. SSDF's structured approach to affiliation ensures transparency, fairness, and the maintenance of high educational standards, aligning with the foundation's mission to skill and upskill the workforce according to industry needs.

10. Re-affiliation Process

The re-affiliation process for Training Partners (TPs) with the Safety Skill Development Foundation (SSDF) is a critical step to ensure continuous compliance and partnership in delivering high-quality vocational training. This process allows TPs to renew their affiliation status, thereby maintaining their rights and privileges under the SSDF network. Below is a detailed guide on the re-affiliation process and the necessary documentation:



A. Application Submission Timeline:

TPs are required to initiate the re-affiliation process one month prior to the expiry of their current affiliation status. This involves submitting a re-affiliation application along with a detailed summary of training activities and achievements over the last two years. This summary should highlight any program enhancements, significant outcomes, and feedback received, demonstrating the TP's ongoing commitment to quality and improvement.

B. Timeliness of Submission:

It is imperative that the re-affiliation application and all required documents are submitted within the specified timeline. Failure to submit the necessary documents on time will result in the affiliation being deemed expired after the validity date. This could interrupt the TP's ability to operate under SSDF's accreditation.

C. Consequences of Late Application:

If a TP seeks re-affiliation after the expiration of their affiliation status, the re-affiliation will take effect retroactively from the date the previous affiliation expired, not from the date the application was submitted. This policy is designed to encourage timely compliance while providing a mechanism to reinstate lapsed affiliations.

D. Treatment of Significantly Late Applications:

Applications for re-affiliation received more than one year after the expiry date of the previous affiliation will be processed as new applications. This implies that TPs in this situation must undergo the full application process anew, including meeting any updated criteria or documentation requirements that have been implemented since their last affiliation.

This structured approach to re-affiliation ensures that TPs remain actively engaged in maintaining the standards and expectations set forth by SSDF. By adhering to this process, TPs demonstrate their ongoing dedication to providing vocational training that aligns with current industry needs and SSDF's mission to enhance the skills and competencies of the workforce. Continuous affiliation with SSDF signifies a TP's commitment to excellence in vocational education and training, contributing to the overall goal of fostering a skilled and employable workforce.

11. Blacklisting/suspension

The Safety Skill Development Foundation (SSDF) enforces a stringent regulatory framework to ensure the highest levels of quality and integrity among its Training Partners (TPs). The framework includes mechanisms for addressing non-compliance or misconduct through suspension and blacklisting procedures. These actions are critical to maintaining the credibility and effectiveness of vocational training programs. The detailed professional criteria and procedures for suspension and blacklisting of TPs are as follows:

A. Suspension of Training Partner:

A suspension is instituted as a temporary measure against a TP for violations of SSDF's operational standards, guidelines, or ethical practices. This could result from various issues, including but not limited to, failure in maintaining the quality of training delivery, inadequate infrastructure, or breaches in safety protocols.

Procedure for Suspension:



- i. SSDF will issue a formal notice of suspension to the TP, detailing the reasons for the action and the duration of the suspension period.
- ii. During the suspension, the TP is required to cease the commencement of any new training programs.
- iii. The TP must undertake a comprehensive review of its practices, rectify the identified deficiencies, and implement the necessary corrective measures within the stipulated timeframe.
- iv. Evidence of corrective actions and compliance with SSDF's requirements must be submitted for review. SSDF may conduct follow-up assessments or inspections to verify compliance.
- v. Once SSDF is satisfied with the corrective measures taken, the suspension may be lifted, allowing the TP to resume operations.

B. Blacklisting of Training Partner:

Blacklisting is a more severe consequence than suspension, resulting from grave violations that fundamentally breach the trust and standards set forth by SSDF. A blacklisted TP is permanently removed from the list of approved training providers, barring them from any future affiliation with SSDF.

Procedure for Blacklisting:

- i. A formal notification of blacklisting will be issued to the TP, specifying the reasons and the effective date of the action.
- ii. A blacklisted TP is ineligible for re-affiliation with SSDF for a minimum period of one year from the date of blacklisting.
- iii. After the one-year period, the TP may apply for re-affiliation. The application must include a comprehensive justification addressing the previous reasons for blacklisting, detailing the significant changes, improvements, and corrective actions undertaken.
- iv. The application will undergo a rigorous review process, including an in-depth evaluation of the TP's current operations, standards of training delivery, and adherence to SSDF's guidelines.
- v. Re-affiliation is contingent upon the TP's ability to demonstrate unequivocal compliance with SSDF's standards, a commitment to quality, and assurances against future violations.

C. Professional Criteria for Review and Re-affiliation:

- i. The professional criteria for reviewing a suspended or blacklisted TP's request for re-affiliation are designed to ensure that only those institutions genuinely committed to upholding SSDF's values, standards, and objectives are reintegrated into the network of approved training providers.
- ii. Compliance Verification: Comprehensive audits and inspections will be conducted to verify the TP's compliance with all cited standards and regulations.
- iii. Quality Assurance: The TP must demonstrate a sustained commitment to quality improvement, including the implementation of robust quality assurance mechanisms.
- iv. Transparency and Accountability: The TP is expected to operate with heightened levels of transparency and accountability, fostering trust and confidence in their vocational training programs.

The suspension and blacklisting procedures underscore SSDF's commitment to maintaining excellence within the vocational training sector, ensuring that affiliated TPs align with the foundation's mission to provide high-quality, industry-relevant education and training.



12. Terms and Conditions for Overseas Training Partner (OTPs) Affiliation:

A. Overseas Training Partner Eligibility:

Overseas Training Partners (OTPs) seeking affiliation with the Safety Skill Development Foundation (SSDF) must comply with specific eligibility criteria tailored to ensure the delivery of high-quality vocational training that aligns with SSDF's Qualifications/National Occupational Standards (NOS) on an international scale. These criteria include:

- i. **Legal Status:** OTPs must have a recognized legal status in their country of operation, providing evidence of registration or incorporation as per local laws.
- ii. **Quality Assurance:** Demonstrated commitment to quality assurance processes, including accreditation by relevant educational or vocational training standards bodies in their country.
- iii. **Curriculum Relevance:** The training programs offered must be relevant to the occupational standards and qualifications developed by SSDF, ensuring alignment with global industry needs.
- iv. **Faculty Expertise:** OTPs must employ experienced and qualified instructors who possess expertise in their respective fields and are proficient in delivering vocational training to international standards.
- v. **Infrastructure and Resources:** Adequate physical and digital infrastructure must be in place to support effective learning, including modern classrooms, laboratories, and access to e-learning platforms and resources.

B. Application and Evaluation Process

The application process for OTPs includes a comprehensive evaluation by SSDF to ensure that prospective partners meet the foundational requirements for delivering quality vocational training internationally. This process involves:

- i. **Documentation Submission:** OTPs must submit detailed documentation, including legal status, proof of quality assurance measures, curriculum outlines, faculty qualifications, and infrastructure details.
- ii. **Review and Assessment:** SSDF will conduct a thorough review of the submitted documents, assessing the OTP's capability to meet the affiliation criteria.
- iii. **Site Visits and Interviews:** SSDF may conduct site visits and interviews with key OTP personnel as part of the evaluation process, to further assess the OTP's readiness and suitability for affiliation.
- iv. **Approval and Affiliation:** Successful OTPs will receive formal approval and affiliation status from SSDF, granting them the rights and privileges to offer SSDF-aligned vocational training programs overseas.

C. Ongoing Compliance and Quality Monitoring

Affiliated OTPs are subject to ongoing compliance checks and quality monitoring by SSDF to ensure continued adherence to the foundation's standards and expectations. This includes:

- i. **Annual Reviews:** OTPs must participate in annual review processes, submitting reports on training outcomes, learner feedback, and continuous improvement efforts.
- ii. **Re-accreditation:** OTPs are required to undergo re-accreditation processes at intervals specified by SSDF, to reassess their compliance with evolving standards and industry requirements.
- iii. **Feedback and Adjustments:** OTPs must be responsive to feedback from SSDF, making necessary adjustments to training programs, methodologies, or infrastructure to maintain affiliation status.



D. Financial Responsibility for SSDF Personnel Visits

In addition to the outlined terms and conditions for Overseas Training Partner (OTP) affiliation, it is important to specify the financial arrangements concerning visits to overseas training premises by SSDF personnel. These visits are crucial for initial assessments, periodic reviews, and re-accreditation processes to ensure that the OTP continuously meets SSDF's high standards for vocational training delivery.

All expenses associated with visits to overseas training premises by SSDF personnel, including but not limited to travel, accommodation, and subsistence, shall be borne by the Training Partner. This arrangement includes any costs incurred during:

- i. **Initial Inspection Visits:** Pre-affiliation visits conducted by SSDF personnel to evaluate the OTP's infrastructure, resources, faculty, and training programs against SSDF's criteria for quality and compliance.
- ii. **Periodic Review Visits:** Scheduled visits undertaken to conduct ongoing assessments of the OTP's adherence to SSDF standards and the effectiveness of its vocational training programs.
- iii. **Re-accreditation Visits:** Visits conducted as part of the re-accreditation process to reassess the OTP's alignment with updated standards and industry requirements.

The requirement for the Training Partner to cover these expenses ensures that SSDF can effectively maintain and oversee its international affiliations without financial impediment. This approach facilitates a sustainable model for the global expansion of SSDF's vocational training standards, ensuring that all affiliated OTPs contribute to the development of a skilled and competent workforce that meets international industry standards.

OTPs are encouraged to consider these financial responsibilities in their planning and budgeting processes to ensure a smooth and productive partnership with SSDF. This collaborative effort underscores the shared commitment to excellence in vocational education and training on a global scale.

E. Adaptations for Adverse Circumstances: Online/Virtual Verification

Recognizing the potential for adverse circumstances that may impede the ability to conduct in-person visits to Overseas Training Partner (OTP) premises, the Safety Skill Development Foundation (SSDF) allows for the flexibility to perform online or virtual verification and assessments as an interim measure. This provision ensures that the affiliation process and ongoing compliance checks can continue seamlessly, maintaining the high standards of vocational training delivery set by SSDF.

In the event of situations such as travel restrictions, health pandemics, or other unforeseen global challenges, SSDF personnel may conduct initial assessments, periodic reviews, and re-accreditation processes through online or virtual means. These may include video conferencing, virtual tours of training facilities, online interviews with faculty and staff, and review of digital documentation and resources.

However, it is crucial to note that the option for online or virtual verification is not intended as a permanent replacement for physical visits. Physical visits to OTP premises by SSDF personnel are an essential component of the affiliation and quality assurance process, providing in-depth insights and evaluations that are critical for maintaining the integrity and effectiveness of the vocational training programs.

SSDF and its TPs must remain adaptable and prepared to utilize online and virtual verification methods as necessary while planning for the resumption of physical visits when circumstances permit. This balanced approach ensures the continuity of SSDF's quality oversight while accommodating the



realities of global operations and challenges.

F. Benefits of Affiliation

Affiliated TPs gain access to a range of benefits that enhance their capacity to deliver quality vocational training on a global scale, including:

- i. **Recognition:** Affiliation with SSDF provides OTPs with international recognition as providers of high-quality vocational training aligned with global standards.
- ii. **Resource Access:** OTPs have access to SSDF's extensive resources, including training materials, curriculum guidelines, and assessment tools.
- iii. **Networking Opportunities:** OTPs can engage in networking opportunities with other training providers, industry stakeholders, and international vocational training communities facilitated by SSDF.
- iv. **Professional Development:** SSDF offers professional development opportunities for OTP instructors and staff, ensuring they remain at the forefront of vocational training practices and innovations.

The SSDF is committed to extending its mission of fostering skill development and ensuring the global competency of safety professionals through its partnership with Overseas Training Partners. This collaboration not only enhances the quality and reach of vocational training but also contributes to the development of a skilled workforce capable of meeting international industry standards.

Prequalification Evaluation for EHS Trainers on Behalf of Training Providers.

To ensure the delivery of high-quality Environmental, Health, and Safety (EHS) training, it is imperative that Training Providers conduct thorough prequalification evaluations of potential EHS Trainers. The following evaluation framework is designed to assist Training Providers in assessing the suitability of EHS Trainer candidates based on key criteria.

G. Educational Background

i. Minimum Requirement:

- a. **Bachelor's Degree:** A Bachelor of Science or Engineering degree or an equivalent degree from an accredited institution. This foundational education should ideally be in fields related to EHS, such as environmental science, safety engineering, or occupational health.
- b. **Diploma Holders:** Candidates with a Diploma in Engineering are also considered, provided they have a minimum of 6 years of experience in relevant EHS roles.

ii. Additional Qualifications:

- a. **Certified Diploma or Post-Diploma:** Additional qualifications such as a certified diploma or post-diploma in Occupational Health and Safety, Industrial Hygiene, or closely related fields. These qualifications should build upon the foundational knowledge gained in undergraduate studies and offer specialized understanding relevant to EHS practices.
- b. **Professional Safety Experience:** At least 5 years of professional safety experience in any industry, demonstrating the application of safety knowledge in real-world settings.
- c. **Teaching/Training Experience:** Candidates should have conducted at least 150 delivery hours of teaching or training in EHS specialties. This experience highlights the candidate's ability to impart knowledge and contribute to the professional development of others in the field.

iii. Preferred Qualification:



- a. **Advanced Degrees:** A Master's degree or higher in EHS-related disciplines. Advanced degrees offer a deeper exploration of EHS topics, research methodologies, and strategic approaches to safety management.
- b. **Professional Certifications:** Holding professional certifications such as Certified Safety Professional Qualifications or other accredited qualifications in the EHS field. These certifications are recognized benchmarks of professional competence and commitment to the principles of occupational health and safety.

H. Key Competencies and Skills

- i. **Regulatory Knowledge:** Comprehensive understanding of local, national, and international EHS regulations and standards.
- ii. **Risk Assessment:** Ability to conduct hazard identification and risk assessments, developing strategies for risk mitigation.
- iii. **Emergency Preparedness:** Knowledge of emergency response planning, incident management, and business continuity planning.
- iv. **Training and Communication:** Skilled in developing and delivering EHS training programs, effective communication, and stakeholder engagement.

I. Pedagogical Competencies

- i. **Instructional Skills:** Demonstrable ability to design and deliver engaging and interactive EHS training sessions using a variety of teaching methods tailored to adult learners.
- ii. **Curriculum Development:** Experience in developing and updating EHS training curricula to reflect current standards, regulations, and best practices.
- iii. **Assessment Design:** Proficiency in creating assessment tools to effectively measure learner understanding and application of EHS principles.

J. Industry Certifications

- i. Verification of active and relevant industry certifications that are recognized and valued by EHS professionals and organizations.
- ii. Continuous professional development demonstrated through recent certifications or advanced training completion.

K. Communication and Interpersonal Skills

- i. Strong verbal and written communication skills, with the ability to convey complex EHS concepts in a clear and understandable manner.
- ii. Excellent interpersonal skills, fostering a positive learning environment and motivating participants to engage in learning activities.

L. Technology Proficiency

- i. Proficiency in using educational technology and platforms for training delivery, including Learning Management Systems (LMS), virtual classroom tools, and EHS software applications.
- ii. Capability to adapt training delivery for online or hybrid learning environments when necessary.

M. Commitment to Professional Ethics

- i. A strong commitment to ethical professional conduct and a history of upholding integrity in educational settings.
- ii. Understanding and adherence to confidentiality and data protection principles in relation to training participants and materials.

Evaluation Process



- i. Document Review: Initial screening based on submitted resumes, cover letters, and supporting documents to verify educational background, certifications, and experience.
- ii. Interviews: Conduct comprehensive interviews to assess communication skills, pedagogical approaches, and motivation for EHS training.
- iii. Demonstration Lesson: Require candidates to deliver a short demonstration lesson on a relevant EHS topic to evaluate instructional capabilities and engagement strategies.
- iv. References Check: Contact professional references to verify experience, effectiveness as a trainer, and professional conduct.
- v. Certification Verification: Confirm the validity and relevance of professional certifications with issuing organizations.
- vi. This prequalification evaluation ensures that EHS Trainers possess not only the necessary knowledge and experience but also the pedagogical skills and ethical standards required to deliver exceptional EHS training on behalf of Training Providers.

13. Grievance Redressal

The Safety Skill Development Foundation (SSDF) is committed to maintaining a transparent, fair, and efficient process for the affiliation of Training Partners (TPs). Recognizing that disputes or grievances may arise during this process, SSDF has established a structured grievance redressal mechanism to address such concerns promptly and effectively.

Process Overview:

- A. Grievance Committee Formation: SSDF has constituted a dedicated Grievance Committee responsible for handling any grievances or appeals raised by institutions during the affiliation process. This committee comprises members well-versed in the policies, standards, and objectives of SSDF, ensuring that all grievances are evaluated with expertise and impartiality.
- B. Submission of Grievance: Institutions wishing to file a grievance or appeal must do so in writing, providing a clear and detailed account of the issue at hand, including any relevant documentation or evidence to support their case. This submission should be made within a stipulated time frame following the occurrence of the event leading to the grievance.
- C. Evaluation and Investigation: Upon receipt of a grievance, the Grievance Committee will undertake a thorough evaluation and investigation of the matter. This may involve requesting additional information from the concerned institution, conducting interviews with relevant parties, and reviewing documentation and procedures related to the grievance.
- D. Resolution and Communication: The committee aims to resolve grievances in a timely manner, striving for resolutions that are just and equitable for all parties involved. Once a decision has been reached, it will be communicated to the institution in the writing, detailing the rationale behind the decision and any actions that have been taken or are required to resolve the issue.
- E. CEO Approval: Decisions made by the Grievance Committee on affiliation-related grievances are subject to approval by the CEO of SSDF. The CEO's approval signifies the almost the final decision on the matter, ensuring that the resolution aligns with SSDF's overarching policies and values.
- F. Finality of Decision: While decisions made by the CEO of SSDF carry significant weight and are generally upheld, the Chairman holds the ultimate authority to render a final decision, particularly in instances where disputes or conflicts arise concerning these matters. This hierarchical structure ensures that there is a clear line of oversight and accountability, providing an additional layer of governance to uphold the integrity of the SSDF's processes and resolutions.

The grievance redressal mechanism is an integral part of SSDF's commitment to transparency and fairness, providing institutions with a formal avenue to voice concerns and seek resolutions. Through this process, SSDF ensures that all institutions are treated with respect and fairness, reinforcing the foundation's dedication to fostering a collaborative and supportive vocational training ecosystem.

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