



Model Curriculum

QP Name: Assistant- Fruits and Vegetable Processing and Preservation (Divyangjan)-LV

QP Code: PWD/JSS/AFVPP/2022

QP Version: 1.0

NSQF Level: 2

Model Curriculum Version: 1.0

Expository: Low Vision (E003)

**Skill Council for Person with Disability | | Address: 501-City Centre, Plot No 5,
Sector -12, Dwarka, New Delhi-110076**

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Training Parameters

Sector	Jan Shikshan Sansthan
Sub-Sector	Fruits And Vegetables
Occupation	Fruits & Vegetables and Related Preservers
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7515.9900
Minimum Educational Qualification and Experience	No formal education OR May require ability to read and write for some qualifications
Pre-Requisite License or Training	
Minimum Job Entry Age	15 Years
Last Reviewed On	30.06.2022
Next Review Date	30.06.2026
NSQC Approval Date	22.10.2024
QP Version	1.0
Model Curriculum Creation Date	30.06.2022
Model Curriculum Valid Up to Date	30.06.2026
Model Curriculum Version	1.0
Minimum Duration of the Course	345 hrs
Maximum Duration of the Course	345 hrs

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Sort and grade fruits, vegetables, nuts based on colour, size, appearance, feel and smell
- Process fruits and vegetables to produce jam, jelly and ketchup manually or mechanically
- Operate various mechanical or automated machineries for canning
- Prepare and process various fruits and vegetables manually or in machine-operated units for pickle-making
- Process fruits and vegetables to produce squash and juice manually or mechanically
- Plan, organize, prioritize, inspect, and calculate production requirements and maintain process parameters to achieve the desired quality and quantity
- Prepare baked products in artisan bakeries and patisseries, conforming to all quality standards as per standard operating procedures
- Operate oven and machineries/equipment
- Maintain process parameters to attain the desired quality and quantity
- Follow and maintain food safety and hygiene in the work environment
- Knowledge of working in a team
- Maintain work area and process machineries for production
- Use various techniques for production of pickle, murraba and paste
- Process fruits and vegetables to produce jam, jelly and ketchup manually or mechanically
- Adhere to necessary health and safety practices to ensure food safety and personal hygiene

Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Modules (PwD) PWD/M/LV/02 V1.0	27:00	63:00	00:00	00:00	90:00
Module 1: Learn Basic English Bridge Module (PwD) PWD/M/LV/02 V1.0	21:00	24:00	00:00	00:00	45:00
Module 2: Use Smartphone Bridge Module (PwD) PWD/M/LV/02 V1.0	03:00	18:00	00:00	00:00	21:00
Module 3: Learn basic braille Bridge Module (PwD) PWD/M/LV/02 V1.0	03:00	21:00	00:00	00:00	24:00

Bridge Module	9:00	21:00+7:00	00:00	00:00	37:00
Organize for production					
NOS Version No.- 1.0					
NSQF Level 2					
Introduction	01:00	02:00+1:00	00:00	00:00	03:00
prepare & maintain work area	02:00	04:00+2:00	00:00	00:00	06:00
Understand importance of Vegetables & fruits in daily diet	01:00	02:00+1:00	00:00	00:00	03:00
Concept of Fruits and vegetable processing and preservation	05:00	10:00+2:00	00:00	00:00	15:00
Market Exposure	00:00	03:00+1:00	00:00	00:00	03:00
Produce pickles, chutney, puree, paste, sauce, ketchup, soups, dried vegetables	10:00	20:00+6:00	00:00	00:00	36:00
NOS Version No.- 1.0					
NSQF Level 2					
Produce jam, jelly, candies, tutty fruity, marmalade, fruit pulps, chaat, custard	10:00	20:00+7:00	00:00	00:00	37:00
NOS Version No.- 1.0					
NSQF Level 2					
Produce squash, juices, shakes and RTS	10:00	20:00+7:00	00:00	00:00	37:00
NOS Version No.- 1.0					
NSQF Level 2					
Carry out packaging of products	03:00	12:00+4:00	00:00	00:00	19:00
NOS Version No.- 1.0					
NSQF Level 2					
implement health and safety practices at workplace	03:00	12:00+4:00	00:00	00:00	19:00
NOS Version No.- 1.0					
NSQF Level 2					
Practice entrepreneurial, numerical and book keeping(Mapped to FIC/N9005 v1.0)					
NOS Version No.- 1.0					
NSQF Level 2					
Employability Skills for Persons with Disabilities	70:00	00:00	00:00	00:00	70:00



(70 hours) PWD/N0501 NOS Version No. – 1.0 NSQF Level – 4					
Total Duration	142:00	203:00	00:00	00:00	345:00

Module Details

Module 1: Learn Basic English PWD/M/LV/02 V1.0

Mapped to: Bridge Module

Terminal Outcomes:

- Apply knowledge of Basic English to interpret information received and respond accordingly.
- Recognize familiar words and basic phrases concerning self, family members, and immediate workplace.
- Read and write simple sentences in English about self, activities planned, and events of the day.

Duration: 21:00	Duration: 24:00
Theory: Key Learning Outcomes	Practical: Key Learning Outcomes
<ul style="list-style-type: none"> ● Identify and write Alphabet and Letters. ● Identify various vowel and consonant sounds in various words. ● Recognize words and phrases related to formal and informal greetings. ● Recognize simple personal information about self and others (e.g. name, age, place of residence etc.). ● Recognize very simple words related to home, neighborhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes, food, and drinks. ● Recognize simple pronouns (he/she/we/they). ● Comprehend basic hobby related verbs (like playing, singing, dancing). ● Recognize common verbs related to movement of transport (e.g. buses run, boats sail). ● Recognize words related to common feelings and emotions. (e.g. sad, unhappy, depressed, irritated, furious, angry). ● Recognize familiar English words and phrases used in the workplace for example instructions related to direction, safety, date and time etc. (vocabulary: stop, close the door). ● Differentiate between Spoken and Written English. 	<ul style="list-style-type: none"> ● Demonstrate the correct way to pronounce words with the right stress. ● Read and write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status). ● Use simple words related to common diseases in sentences (e.g. cold, cough, headache, fever and pain). ● Read and write simple sentences using names of everyday objects, places, directions. (e.g. I live in Delhi.). ● Read and write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.). ● Read and write words and short phrases to describe travel, holidays, and vacations. ● Read and frame written answers to simple questions related to self, food preferences, feelings etc. ● Identify and read health, safety, and security signage (images/graphics) in English; at work and public places or on gadgets and appliances. ● Read and write basic familiar words and phrases to identify areas of work, responsibilities, and working relationships. ● Read and write simple sentences describing activities planned for the next day/week/month. ● Pronounce words related to professions correctly. ● Ask and answer questions related to their job correctly. ● Discuss activities planned for the next day/week/month at the workplace. ● Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).
Classroom Aids	
Laptop, Computer, OCR Scanner, Screen readers, Digital/Handheld Magnifiers	
Tools, Equipment and other requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non- Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 2: Use of Smartphone

Mapped to: Bridge Module

PWD/M/LV/02 V1.0

Terminal Outcomes:

- Demonstrate the use of a smartphone to make calls, message, read books & documents, write emails, and web browsing.

Duration: 03:00	Duration: 18:00
Theory: Key Learning Outcomes	Practical: Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the benefits of a smartphone for Persons with Visual Impairment. • Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g. GPS, Social media Applications and Cab Booking Applications). • Discuss the barriers in accessing some Software Applications (like Gaming Application). 	<ul style="list-style-type: none"> • Demonstrate how to use the different functions of the screen such as power on/off, accessing the main menu, home button, volume rocker, power buttons, memory slot and sim tray. • Demonstrate basic operations on the screen by using, “explore by touch”. • Use talk back, speech, and volume settings. • Use a mobile phone for making calls and for sending and receiving messages. • Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts. • Use basic applications like Google Play Store and calculator. • Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library. • Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones. • Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps. • Demonstrate how to download apps on a smartphone.
Classroom Aids	
One smart phone with talkback per trainee	
Tools, Equipment and other requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 3: Learn Basic Braille PWD/M/LV/02 V1.0

Mapped to: Bridge Module

Terminal Outcomes:

- Read and write basic Braille.

Duration: 03:00	Duration: 21:00
Theory: Key Learning Outcomes	Practical: Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the history and significance of the invention of Braille. • Describe the concept of Dots and Cells in Braille. • Distinguish between Old and modern Braille slates. 	<ul style="list-style-type: none"> • Read and write text in Braille by using appropriate hand movements • Recognize Braille characters, words, sentences, paragraphs, and placement of text. • Demonstrate use of Braille equipment (such as Positioning Braille slate, inserting paper in the slate, use of stylus). • Demonstrate correct sitting posture while using Braille devices. • Demonstrate how to use technology to replace manual Braille typing (such as using Orbit 20).
Classroom Aids	
Braille books. Braille Cubes. Braille Slate and Stylus; Braille Sheets; Braille Typewriter.	
Tools, Equipment and other requirements	
<ul style="list-style-type: none"> • Audio Films on Braille teaching with visual portions described and demonstrated by the trainer on one to one basis. • Sheets containing words/ sentences/ paragraphs in local language in open (uncontracted) Braille. • Books in interline and inter point local language in open (uncontracted) Braille. • Computer. • Low cost Braille note taker. • Stylus and interline and interpoint Braille slate. • Braille writing paper. • Braille Note taker such as Orbit 20. 	

Module 4: Bridge Module

Organize for Production PWD/N1512 V1.0

Terminal Outcomes:

- Introduction to JSS scheme
- Knowledge of scope of 'Assistant -Fruits and Vegetables Processing and Preservation'
- Discuss in brief about the sector and subsector of Food Processing
- Discuss role and opportunities available in the Food processing Industry

Duration: 01:00	Duration: 02:00+1:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Provide introduction to the JSS Scheme • Discuss significance of JSS scheme in skill development • Discuss the market trends and career growth opportunities available in the food processing industry • Summarize the role and responsibilities of Assistant -Fruits & Vegetables processing & preservation • List opportunities of income generation 	<ul style="list-style-type: none"> • Create a flow chart of possible opportunities and progression as Assistant -Fruits & Vegetables processing & preservation
Classroom Aids: Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements Utensils of convenient different including sizes, Gas/kerosene stove, Mixer/Grinder Juicer/Squeezer, Weighing machines up to 5 kg, Clay jars – glass containers, bottles Stainless steel forks, Spoons of different sizes- ladles , Lids, covers and caps to – Jars/ Bottles and peelers , Bowls, Stainless steel knife- different sizes + different purpose, Net and muslin(cloth and aluminum), Dustbin, Small wiper, Silver foil + Cling foil, Wax, Small towel 5-10m Stainless steel funnel/ glass tunnels of various sizes, Working table, Students book/ manual Board, Eraser, marker and Chalk, Teachers Table/ Chair, First Aid Box, Baskets/ Boxes for storing Kitchen towels, dusters, Measuring Spoons, Strainer Sieve- Stainless Steel of various sizes, Preservatives, Edible Colors essence, Fresh water, arrangement in the kitchen – Kitchen sink of Stainless-Steel, Audio-visual aids- Computer, Bar code Printer, Wooden, Silicon, Spatulas of different sizes, Chopping board, Labels, Refrigerator with freezer, Fruit grater, Lemon Squeezer Types of Knife – Cutting, Coring, pitting, peeling knife, Containers- Glass bottles, tin cans, far screw tepee, Sealing – Pouch Sealer, can cutter, Chemicals – Citric acid, salt, sodium hydroxide benzoate, acitic acid, essences, edible colour, vinegar, Furniture for Teacher, Students, Gloves, Apron, Head cap, Gas lighter, Working table with aluminum top, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non- Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 5: Prepare & maintain work area PWD/N1512 v1.0

Terminal Outcomes:

- Arrange the materials and equipment for production of various products
- Describe the significance of cleanliness and sterilization of tools and equipment

Duration: 02:00	Duration: 04:00+2:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Identify the tools and equipment used in cleaning the work area • Name the sterilizers and methods to sterilize the containers and utensils to be used. • Follow instructions to prepare standard sterilization solution • Identify and prepare equipment & products required for the processing and preservation of the Fruits & vegetables • Explain the process of cleaning the work area & tools 	<ul style="list-style-type: none"> • Demonstrate organizing the sterilized /disinfected equipment for the processing and preservation • Demonstrate waste disposal in the designated areas • Demonstrate use off & maintenance of products and equipment as per guidelines and standard processes • Show the process of post-production cleaning of work area, tools, and equipment • Discard the rejected fruits and vegetables and other waste material as per SOP • Report information such as faulty tools and equipment to the concerned authority
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
<p>Utensils of convenient different including sizes, Gas/kerosene stove, Mixer/Grinder Juicer/Squeezer, Weighing machines up to 5 kg, Clay jars – glass containers, bottles Stainless steel forks, Spoons of different sizes- ladles , Lids, covers and caps to – Jars/ Bottles and peelers , Bowls, Stainless steel knife- different sizes + different purpose, Net and muslin(cloth and aluminum), Dustbin, Small wiper, Silver foil + Cling foil, Wax, Small towel 5-10m Stainless steel funnel/ glass tunnels of various sizes, Working table, Students book/ manual Board, Eraser, marker and Chalk, Teachers Table/ Chair, First Aid Box, Baskets/ Boxes for storing Kitchen towels, dusters, Measuring Spoons, Strainer Sieve- Stainless Steel of various sizes, Preservatives, Edible Colors essence, Fresh water, arrangement in the kitchen – Kitchen sink of Stainless-Steel, Audio-visual aids- Computer, Bar code Printer, Wooden, Silicon, Spatulas of different sizes, Chopping board, Labels, Refrigerator with freezer, Fruit grater, Lemon Squeezer Types of Knife – Cutting, Coring, pitting, peeling knife, Containers- Glass bottles, tin cans, far screw tepee, Sealing – Pouch Sealer, can cutter, Chemicals – Citric acid, salt, sodium hydroxide benzoate, acitic acid, essences, edible colour, vinegar, Furniture for Teacher, Students, Gloves, Apron, Head cap, Gas lighter, Working table with aluminum top, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non- Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)</p>	

Module 6: Understand importance of Vegetables & fruits in daily diet

PWD/N1512 V1.0

Terminal Outcomes:

- Identify of fruits and vegetables based on season and demand
- Discuss the importance of sorting and grading of Fruits and vegetables for their processing and preservation
- Summarize benefits of fruits and vegetables for human body

Duration: 01:00	Duration: 02:00+1:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Identify the vegetables and fruits for the produce • Sort and grade the Fruits & vegetables • Explain importance of washing and sterilization of fruits & vegetables • Follow instructions to prepare standard sterilization solution • Wash the vegetables and fruits as per established standards • State the health benefits of including fruits and vegetables in daily diet in relation to the calorie and vitamin intake 	<ul style="list-style-type: none"> • Demonstrate the process of sorting, grading, washing and sterilizing vegetable and fruits • Display chart with pics of vegetables and fruits along with the composition and health benefit • Demonstrate use off & maintenance of products and equipment as per guidelines and standard processes
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
<p>Utensils of convenient different including sizes, Gas/kerosene stove, Mixer/Grinder Juicer/Squeezer, Weighing machines up to 5 kg, Clay jars – glass containers, bottles Stainless steel forks, Spoons of different sizes- ladles , Lids, covers and caps to – Jars/ Bottles and peelers , Bowls, Stainless steel knife- different sizes + different purpose, Net and muslin(cloth and aluminum), Dustbin, Small wiper, Silver foil + Cling foil, Wax, Small towel 5-10m Stainless steel funnel/ glass tunnels of various sizes, Working table, Students book/ manual Board, Eraser, marker and Chalk, Teachers Table/ Chair, First Aid Box, Baskets/ Boxes for storing Kitchen towels, dusters, Measuring Spoons, Strainer Sieve- Stainless Steel of various sizes, Preservatives, Edible Colors essence, Fresh water, arrangement in the kitchen – Kitchen sink of Stainless-Steel, Audio-visual aids- Computer, Bar code Printer, Wooden, Silicon, Spatulas of different sizes, Chopping board, Labels, Refrigerator with freezer, Fruit grater, Lemon Squeezer Types of Knife – Cutting, Coring, pitting, peeling knife, Containers- Glass bottles, tin cans, far screw tepee, Sealing – Pouch Sealer, can cutter, Chemicals – Citric acid, salt, sodium hydroxide benzoate, acitic acid, essences, edible colour, vinegar, Furniture for Teacher, Students, Gloves, Apron, Head cap, Gas lighter, Working table with aluminum top, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non- Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)</p>	

Module 7: Concept of Fruits and vegetable processing and preservation

PWD/N1512 V1.0

Terminal Outcomes:

- describe the methods of fruits & vegetables preservation and processing
- identify ingredients and their combination for processing and preservation
- state advantages of preservation Vs Spoilage
- traditional and modern methods of preservation

Duration: 05:00	Duration: 10:00+2:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Recall the procedure of sampling to test the water quality and verification of water level • Explain how to inspect the vegetables and fruits for spoilage • Differentiate between the ingredients, products used for preservation in traditional /modern methods • Explain steps in processing of vegetables and fruits • Explain the steps and methods pf preservation of vegetables and fruits • Evaluate the traditional and modern methods of fruits and vegetables processing and preservation 	<ul style="list-style-type: none"> • Show how to check the quality and level of water before washing the fruits and vegetables • Explain the process of peeling, cutting, deseeding • Exemplify the steps to prepare the brine solution and fermentation • Demonstrate canning, fermentation, freezing, pasteurization, smoking additives • Display traditional and modern preservatives • Test modern preservatives before use • Demonstrate process of drying, dehydration of Fruits and vegetables
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
<p>Utensils of convenient different including sizes, Gas/kerosene stove, Mixer/Grinder Juicer/Squeezer, Weighing machines up to 5 kg, Clay jars – glass containers, bottles Stainless steel forks, Spoons of different sizes- ladles , Lids, covers and caps to – Jars/ Bottles and peelers , Bowls, Stainless steel knife- different sizes + different purpose, Net and muslin(cloth and aluminum), Dustbin, Small wiper, Silver foil + Cling foil, Wax, Small towel 5-10m Stainless steel funnel/ glass tunnels of various sizes, Working table, Students book/ manual Board, Eraser, marker and Chalk, Teachers Table/ Chair, First Aid Box, Baskets/ Boxes for storing Kitchen towels, dusters, Measuring Spoons, Strainer Sieve- Stainless Steel of various sizes, Preservatives, Edible Colors essence, Fresh water, arrangement in the kitchen – Kitchen sink of Stainless-Steel, Audio-visual aids- Computer, Bar code Printer, Wooden, Silicon, Spatulas of different sizes, Chopping board, Labels, Refrigerator with freezer, Fruit grater, Lemon Squeezer Types of Knife – Cutting, Coring, pitting, peeling knife, Containers- Glass bottles, tin cans, far screw tepee, Sealing – Pouch Sealer, can cutter, Chemicals – Citric acid, salt, sodium hydroxide benzoate, acitic acid, essences, edible colour, vinegar, Furniture for Teacher, Students, Gloves, Apron, Head cap, Gas lighter, Working table with aluminum top, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non- Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)</p>	

Module 8: Market Exposure PWD/N1512 V1.0

Terminal Outcomes:

Duration: 00:00	Duration: 03:00+1:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> List opportunity and challenges in relation to the product 	<ul style="list-style-type: none"> Submit a visit report based on the market survey
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
<p>Utensils of convenient different including sizes, Gas/kerosene stove, Mixer/Grinder Juicer/Squeezer, Weighing machines up to 5 kg, Clay jars – glass containers, bottles Stainless steel forks, Spoons of different sizes- ladles , Lids, covers and caps to – Jars/ Bottles and peelers , Bowls, Stainless steel knife- different sizes + different purpose, Net and muslin(cloth and aluminum), Dustbin, Small wiper, Silver foil + Cling foil, Wax, Small towel 5-10m Stainless steel funnel/ glass tunnels of various sizes, Working table, Students book/ manual Board, Eraser, marker and Chalk, Teachers Table/ Chair, First Aid Box, Baskets/ Boxes for storing Kitchen towels, dusters, Measuring Spoons, Strainer Sieve- Stainless Steel of various sizes, Preservatives, Edible Colors essence, Fresh water, arrangement in the kitchen – Kitchen sink of Stainless-Steel, Audio-visual aids- Computer, Bar code Printer, Wooden, Silicon, Spatulas of different sizes, Chopping board, Labels, Refrigerator with freezer, Fruit grater, Lemon Squeezer Types of Knife – Cutting, Coring, pitting, peeling knife, Containers- Glass bottles, tin cans, far screw tepee, Sealing – Pouch Sealer, can cutter, Chemicals – Citric acid, salt, sodium hydroxide benzoate, acitic acid, essences, edible colour, vinegar, Furniture for Teacher, Students, Gloves, Apron, Head cap, Gas lighter, Working table with aluminum top, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non- Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)</p>	

Module 9: Produce pickles, chutney, puree, paste, sauce, ketchup, soups, dried vegetables

PWD/N1513 V1.0

Terminal Outcomes:

- Prepare vegetables and fruits for making pickle, chutney, puree, paste, ketchup etc
- Discuss methods of preparing pickle, chutney, puree, paste, ketchup etc

Duration: 10:00	Duration: 20:00+6:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • identify fruits and vegetables according to the recipe • Name the ingredients for making the Pickle, chutney, paste, puree, ketchup etc • Describe the process of de-skinning and de-seeding using various methods (peeling machine, lye solution etc) • Describe the method of preparing pickle, puree, paste, murabba etc 	<ul style="list-style-type: none"> • Demonstrate process of selecting fruits and vegetables based on quality and grade (water content, shape, size, color etc) • Collect ingredients for making recipes (vinegar, oil, salt, sugar, dry masala's etc) • Illustrate the process of peeling and slicing using appropriate tools, equipment, and machines • Demonstrate the steps for preparing pickle, paste and puree, ketchup
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
<p>Utensils of convenient different including sizes, Gas/kerosene stove, Mixer/Grinder Juicer/Squeezer, Weighing machines up to 5 kg, Clay jars – glass containers, bottles Stainless steel forks, Spoons of different sizes- ladles , Lids, covers and caps to – Jars/ Bottles and peelers , Bowls, Stainless steel knife- different sizes + different purpose, Net and muslin(cloth and aluminum), Dustbin, Small wiper, Silver foil + Cling foil, Wax, Small towel 5-10m Stainless steel funnel/ glass tunnels of various sizes, Working table, Students book/ manual Board, Eraser, marker and Chalk, Teachers Table/ Chair, First Aid Box, Baskets/ Boxes for storing Kitchen towels, dusters, Measuring Spoons, Strainer Sieve- Stainless Steel of various sizes, Preservatives, Edible Colors essence, Fresh water, arrangement in the kitchen – Kitchen sink of Stainless-Steel, Audio-visual aids- Computer, Bar code Printer, Wooden, Silicon, Spatulas of different sizes, Chopping board, Labels, Refrigerator with freezer, Fruit grater, Lemon Squeezer Types of Knife – Cutting, Coring, pitting, peeling knife, Containers- Glass bottles, tin cans, far screw tepee, Sealing – Pouch Sealer, can cutter, Chemicals – Citric acid, salt, sodium hydroxide benzoate, acitic acid, essences, edible colour, vinegar, Furniture for Teacher, Students, Gloves, Apron, Head cap, Gas lighter, Working table with aluminum top, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non- Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)</p>	

Module 10: Produce jam, jelly, candies, tutty fruity, marmalade, fruit pulps, chaat, custard PWD/N1514 V1.0

Terminal Outcomes:

- Prepare fruits for making Jam, jelly, candies, custard, and fruit chaat
- List the various steps and processes for making Jam, jelly, candies, custard, and fruit chaat

Duration: 10:00	Duration: 20:00+7:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • identify fruits according to the recipe for making various type of fruit products • Discuss the raw material and requirement of tools/equipment • Explain the process of making Jam, Jelly, Candies, tutty fruity • Explain the process for making custard and fruit chaat • Discuss the standard techniques used for cleaning the tools and machines • Identify the kinds of waste produced and ways to dispose it as per SOP 	<ul style="list-style-type: none"> • Demonstrate process of selecting fruits for quality and grade • Check working condition of tools, equipment, and machines • Demonstrate the process of pulping and extraction of juice from the fruits • Demonstrate the steps for preparing Jam, Jelly, candies, fruit chaat and custard • Demonstrate the process of cleaning the work area and machines after production
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
<p>Utensils of convenient different including sizes, Gas/kerosene stove, Mixer/Grinder Juicer/Squeezer, Weighing machines up to 5 kg, Clay jars – glass containers, bottles Stainless steel forks, Spoons of different sizes- ladles , Lids, covers and caps to – Jars/ Bottles and peelers , Bowls, Stainless steel knife- different sizes + different purpose, Net and muslin(cloth and aluminum), Dustbin, Small wiper, Silver foil + Cling foil, Wax, Small towel 5-10m Stainless steel funnel/ glass tunnels of various sizes, Working table, Students book/ manual Board, Eraser, marker and Chalk, Teachers Table/ Chair, First Aid Box, Baskets/ Boxes for storing Kitchen towels, dusters, Measuring Spoons, Strainer Sieve- Stainless Steel of various sizes, Preservatives, Edible Colors essence, Fresh water, arrangement in the kitchen – Kitchen sink of Stainless-Steel, Audio-visual aids- Computer, Bar code Printer, Wooden, Silicon, Spatulas of different sizes, Chopping board, Labels, Refrigerator with freezer, Fruit grater, Lemon Squeezer Types of Knife – Cutting, Coring, pitting, peeling knife, Containers- Glass bottles, tin cans, far screw tepee, Sealing – Pouch Sealer, can cutter, Chemicals – Citric acid, salt, sodium hydroxide benzoate, acitic acid, essences, edible colour, vinegar, Furniture for Teacher, Students, Gloves, Apron, Head cap, Gas lighter, Working table with aluminum top, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non- Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)</p>	

Module 11: Produce squash, juices, shakes and RTS PWD/N1515 v1.0

Terminal Outcomes:

- Prepare fruits for making RTS-Squash, Juices and other Ready to Serve Drinks
- Discuss the process of producing Squash, Juice and other RTS drinks

Duration: 10:00	Duration: 20:00+7:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • identify fruits according to the recipe for making various type of RTS drinks including squash and Juices • Discuss the raw material and requirement of tools/equipment • Explain the process of making Squash and Juices • Explain the process for various mocktails and shakes • List the quality parameters of squash and fruit juice. • State the methods for storing raw material for later use • Discuss the standard techniques used for cleaning the tools and machines • Identify the kinds of waste produced and ways to dispose it as per SOP 	<ul style="list-style-type: none"> • Demonstrate process of selecting fruits for quality and grade • Check working condition of tools, equipment, and machines • Demonstrate the process of pulping and extraction of juice from the fruits • Demonstrate the steps of Pre-Extraction processes of fruits. • Demonstrate the method of clarifying fruit juice • Demonstrate the steps in preparing, squash, Juices, shakes and other RTS drinks as per standards • Demonstrate the process of cleaning the work area and machines after production
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
<p>Utensils of convenient different including sizes, Gas/kerosene stove, Mixer/Grinder Juicer/Squeezer, Weighing machines up to 5 kg, Clay jars – glass containers, bottles Stainless steel forks, Spoons of different sizes- ladles , Lids, covers and caps to – Jars/ Bottles and peelers , Bowls, Stainless steel knife- different sizes + different purpose, Net and muslin(cloth and aluminum), Dustbin, Small wiper, Silver foil + Cling foil, Wax, Small towel 5-10m Stainless steel funnel/ glass tunnels of various sizes, Working table, Students book/ manual Board, Eraser, marker and Chalk, Teachers Table/ Chair, First Aid Box, Baskets/ Boxes for storing Kitchen towels, dusters, Measuring Spoons, Strainer Sieve- Stainless Steel of various sizes, Preservatives, Edible Colors essence, Fresh water, arrangement in the kitchen – Kitchen sink of Stainless-Steel, Audio-visual aids- Computer, Bar code Printer, Wooden, Silicon, Spatulas of different sizes, Chopping board, Labels, Refrigerator with freezer, Fruit grater, Lemon Squeezer Types of Knife – Cutting, Coring, pitting, peeling knife, Containers- Glass bottles, tin cans, far screw tepee, Sealing – Pouch Sealer, can cutter, Chemicals – Citric acid, salt, sodium hydroxide benzoate, acitic acid, essences, edible colour, vinegar, Furniture for Teacher, Students, Gloves, Apron, Head cap, Gas lighter, Working table with aluminum top, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non- Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)</p>	

Module 12: Carry out packaging of products PWD/N1516 V1.0

Terminal Outcomes:

- Discuss methods & techniques of bottling, pouching, canning and storage of products
- Discuss norms of FPO and registration with FSSAI
-

Duration: 03:00	Duration: 12:00+4:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the techniques for storage & preservation of products (canning, bottling, pouching) • State the steps for sealing and labelling • Follow the FPO norms for packaging of products • State the process of licensing and registration with FSSAI • Discuss the standard techniques used for cleaning the tools and machines • Identify the kinds of waste produced and ways to dispose it during packaging as per SOP • Describe the steps for registration and licensing with FSSAI 	<ul style="list-style-type: none"> • Organize the workstation for Packaging • Demonstrate the process of canning, pouching, bottling as per FPO norms • Demonstrate the process of sealing & labeling as per SOP and FPO norms
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
<p>Utensils of convenient different including sizes, Gas/kerosene stove, Mixer/Grinder Juicer/Squeezer, Weighing machines up to 5 kg, Clay jars – glass containers, bottles Stainless steel forks, Spoons of different sizes- ladles , Lids, covers and caps to – Jars/ Bottles and peelers , Bowls, Stainless steel knife- different sizes + different purpose, Net and muslin(cloth and aluminum), Dustbin, Small wiper, Silver foil + Cling foil, Wax, Small towel 5-10m Stainless steel funnel/ glass tunnels of various sizes, Working table, Students book/ manual Board, Eraser, marker and Chalk, Teachers Table/ Chair, First Aid Box, Baskets/ Boxes for storing Kitchen towels, dusters, Measuring Spoons, Strainer Sieve- Stainless Steel of various sizes, Preservatives, Edible Colors essence, Fresh water, arrangement in the kitchen – Kitchen sink of Stainless-Steel, Audio-visual aids- Computer, Bar code Printer, Wooden, Silicon, Spatulas of different sizes, Chopping board, Labels, Refrigerator with freezer, Fruit grater, Lemon Squeezer Types of Knife – Cutting, Coring, pitting, peeling knife, Containers- Glass bottles, tin cans, far screw tepee, Sealing – Pouch Sealer, can cutter, Chemicals – Citric acid, salt, sodium hydroxide benzoate, acitic acid, essences, edible colour, vinegar, Furniture for Teacher, Students, Gloves, Apron, Head cap, Gas lighter, Working table with aluminum top, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non- Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)</p>	

Module 13: Practice entrepreneurial, numerical and book keeping, implement health and safety practices at workplace

WD/N1517 V1.0

PWD/N1518 V1.0

Terminal Outcomes:

- Explain the ways to ensure Food safety and personal Hygiene at workplace
- Discuss steps of simple first Aid
- Discuss the importance of entrepreneurial and numerical skills
- Discuss the need of documentation and record keeping

Duration: 03:00	Duration: 12:00+4:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss how to assess demand and supply of products/services in markets. • List the various available subsidies/loans through the government • Define the method to avail loan from the financial institutions. • Discuss the method of tracking prices prevailing in the market and formulate competitive pricing mechanism • Explain how to look out for new opportunities. • Maintain book of accounts. • Describe the need for documenting and maintaining inventory of raw materials, processes, and finished products • Document daily records in the ERP system effectively • Identify hazards and risks • List the various available health and safety equipment • Follow the FPO norms for packaging of products • State the process of licensing and registration with FSSAI • Discuss the standard techniques used for cleaning the tools and machines • Identify the kinds of waste produced and ways to dispose it during packaging as per SOP • Describe the steps for registration and licensing with FSSAI 	<ul style="list-style-type: none"> • Show how to Work out the feasibility and viability of setting up micro enterprises. • Form appropriate marketing channels. • Demonstrate how to Comply with relevant regulations in marketing and sale of produce • Demonstrate how to deal effectively with all the stakeholders. • Demonstrate the method of documenting and recording the details of raw material to final finished product. • Demonstrate how to record in the ERP system effectively • Create requisition to obtain the various health and safety equipment • Demonstrate the process of canning, pouching, bottling as per FPO norms • Demonstrate the process of sealing & labeling as per SOP and FPO norms
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	

Utensils of convenient different including sizes, Gas/kerosene stove, Mixer/Grinder Juicer/Squeezer, Weighing machines up to 5 kg, Clay jars – glass containers, bottles Stainless steel forks, Spoons of different sizes- ladles , Lids, covers and caps to – Jars/ Bottles and peelers , Bowls, Stainless steel knife- different sizes + different purpose, Net and muslin(cloth and aluminum), Dustbin, Small wiper, Silver foil + Cling foil, Wax, Small towel 5-10m Stainless steel funnel/ glass tunnels of various sizes, Working table, Students book/ manual Board, Eraser, marker and Chalk, Teachers Table/ Chair, First Aid Box, Baskets/ Boxes for storing Kitchen towels, dusters, Measuring Spoons, Strainer Sieve- Stainless Steel of various sizes, Preservatives, Edible Colors essence, Fresh water, arrangement in the kitchen – Kitchen sink of Stainless-Steel, Audio-visual aids- Computer, Bar code Printer, Wooden, Silicon, Spatulas of different sizes, Chopping board, Labels, Refrigerator with freezer, Fruit grater, Lemon Squeezer Types of Knife – Cutting, Coring, pitting, peeling knife, Containers- Glass bottles, tin cans, far screw tepee, Sealing – Pouch Sealer, can cutter, Chemicals – Citric acid, salt, sodium hydroxide benzoate, acitic acid, essences, edible colour, vinegar, Furniture for Teacher, Students, Gloves, Apron, Head cap, Gas lighter, Working table with aluminum top, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non- Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)

Module 14: Employability Skills for Persons with Disabilities (70 hours)

Mapped to PWD/N0501

Terminal Outcomes:

- Introduction to Employability Skills
- Constitutional Values: Citizenship
- Becoming a Professional No. of Hours Page No. in the 21st Century
- Basic English Skills
- Communication Skills
- Essential Digital Skills
- Diversity and Inclusion
- Financial and Legal Literacy
- Career Development and Goal-Setting
- Customer Service
- Getting Ready for Apprenticeships and Jobs
- Disability Specific Skills
- Entrepreneurship

Introduction to Employability Skills Duration: 3 Hours

After completing this programme, participants will be able to:

Explain the Importance of Employability Skills

List the benefits of e learning

Explore the Future of Work

Constitutional values - Citizenship Duration: 2 Hours

2.1 Explain the Constitutional Values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty integrity, caring and respecting others that are required to become a responsible citizen and its Guiding Principles, basic details of RPwD Act 2016, different types of disability, flagship schemes of the Department including Skilling, Scholarship, ADIP and UDID cards

2.2 Practice ways to Protect the Environment

Becoming a Professional in the 21st Century Duration: 3 Hours

3.1 Discuss importance of relevant 21st Century Skills on Employability

3.2 Exhibit 21st century skills in personal & professional life about self-qualities including abilities & disability,

3.3 Describe the benefits of Critical Thinking and Decision-Making

Basic English Skills Duration: 10 Hours

4.1 Discuss the importance of learning English

4.2 Describe words, objects, surroundings, and processes using adjectives

4.3 Illustrate benefits of being attentive during communication

4.4 Differentiate between response & questions

4.5 Use expressions appropriately to convey information to others

4.6 List different types of sentences

4.7 Apply punctuations appropriately in a sentence

4.8 Write simple sentences using correct words order

4.9 Read and understand Job descriptions to one's own skills & education

4.10 Write applications and cover letters in various contexts

Communication Skills Duration: 5 Hours

5.1 Discuss importance of Communication, types, and characteristics of effective communication

5.2 Write letter, email, resume etc

5.3 Practice non-verbal communication appropriately in different contexts

5.4 Practice communication effectively (formal and informal)

5.5 Use text messaging for effective workplace communication

Essential Digital Skills Duration: 10 Hours

- 6.1 Discuss significance of digital skills in everyday life/work
- 6.2 Recognize parts & functions of a computer & its operation with screen reader software
- 6.3 create MS Word file using all basic features
- 6.4 Discuss significance of Search Engines to find relevant information using keyboards
- 6.5 Operate Social Media platforms safely
- 6.6 Discuss significance of safe search and protection from cyber crime
- 6.7 Use Email effectively for sharing files and other documents
- 6.8 Explain ways to learn using Mobile Applications
- 6.9 Create meeting invite using Online Meeting Tools like google meet/Zoom
- 6.10 Explore Popular Sites for Learning and Career Growth

Diversity & Inclusion **Duration: 3 Hours**

- 7.1 Describe value of Diversity in the workplace
- 7.2 Support in creating Inclusive workplace
- 7.3 Follow Prevention of Sexual Harassment in the - Workplace [POSH]

Financial and Legal Literacy **Duration: 6 Hours**

- 8.1 Manage income and monthly expenditure
- 8.2 Understand processes & basics of banking like types of accounts, and doing transactions safely using passbooks, cheques, debit, and credit cards
- 8.3 Operate online banking and Digital Transactions
- 8.4 Make online payments securely
- 8.5 Make effective saving plans
- 8.6 Use policies and guidelines of the Government appropriately on requirement

Career Development & Goal Setting **Duration: 5 Hours**

- 9.1 Prepare oneself for the World of Work
- 9.2 Match Interests and Abilities with the choice of Career
- 9.3 Create a career pathway
- 9.4 Conduct Market scan for employment opportunities
- 9.5 Implement long term and short term goals in setting career

Customer Service **Duration: 5 Hours**

- 10.1 Provide services and build relationship with customer
- 10.2 Deal with different types of Customers
- 10.3 Identify Customer needs
- 10.4 Use simple techniques for communicating with Customers
- 10.5 Close Sales and take Customer feedback

Getting Ready for apprenticeship & Jobs **Duration: 10 Hours**

- 11.1 Maintain personal grooming and hygiene
- 11.2 Create resume
- 11.3 Prepare & follow up for an Interview
- 11.4 Decode Interviews in advance
- 11.5 Handle rejection and failure
- 11.6 Participate in Industry Visit: 1 Hour
- 11.7 Make reflections post Industry Visit
- 11.8 Register on portals (Urban company, Helpr, etc) to explore relevant Job opportunities
- 11.9 Apply for Jobs using Online Portals
- 11.10 Enroll as Apprentice on NAPS

Disability Specific Skills **Duration: 5 Hours**

- 12.1 Prepare for Livelihood Reality
- 12.2 Identify key abilities and perform at par with others
- 12.3 Create solution-oriented approach towards challenges/barriers
- 12.4 Exhibit skills to gain respect
- 12.5 Create a harmonious work environment at the Workspace

Entrepreneurship **Duration: 3 Hours**

13.1 Recognize the roles and



responsibilities of an entrepreneur

13.2 Differentiate between Self-Employment & Entrepreneurship

13.3 Conduct an effective Market Scan

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI/Certificate	NA	2	NA	NA	NA	He/She should have knowledge of equipment, tools, materials, safety, health & hygiene. He/She may also be well versed with the employability skills etc

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certified trainers from the NCVET recognized Awarding Body/ies	“Trainer”, “MEP/Q2601”, with scoring of minimum 80%. V2.0	<p>The Inclusive Trainer should be certified in Disability Specific Top Up Training/ PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. A Diploma in Computer Education (Visual Impairment)-D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred. Minimum 1 years training experience is mandatory for training Persons with Blindness.</p> <p>Trainer should have necessary technical knowledge, skill and competencies to teach different features of technology with the help of screen reading software such as Talkback to end users. The Inclusive Trainer is expected to have patience, empathy and compassion, sensitivity, strong communication and interpersonal skills, ability to measure and assess the individual needs of Persons with Low Vision.</p>

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma	Food Tech or Food Engineering					
B. Sc./B. Tech/BE	Food Technology or Food Engineering					

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certified assessor from the NCVET recognized Awarding Bodies	“Assessor”, “MEP/Q2701”, with scoring of minimum 80% V2.0	The Inclusive Assessor should be certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC.
2. Each NOS will be assessed both for theoretical knowledge and practical
3. The assessment will be based on knowledge bank of questions created by the SSC.
4. Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre
5. To pass the Qualification Pack, every trainee should score a minimum of 50% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

Guidelines for Trainer

Accommodation Guideline recommended for Inclusive

Trainers Persons with Low Vision (Visual Impairment)

Characteristics

- The learning happens through non-visual modes mostly by touch; hence it is recommended to use real, concrete materials.
- Listening will include greater use of detailed and descriptive instructions.
- Training which relates to understanding of smell and taste real & concrete material should be used e.g. job role of pickle-making technician may include training on smell and taste.

Guidelines for Trainers

- Low Vision assessment is recommended before training Persons with Low Vision. Low Vision assessment helps to assess the right training requirements for a Person with Low Vision. Please note: Low Vision assessment is different from a clinical eye exam. While the clinical procedure focuses on diagnoses and management of the eye disease, the priority in Low Vision assessment is to enable an individual to utilize his or her residual vision to its maximum potential. After the assessment, the person will be clear about the devices (optical or non-optical) that will work the best for her/him. The assessment can be done from any centre that is designated for Low Vision assessment.
- Facilitate the use of existing visual skills wherever/whenever you can by making the candidate sit closer to the board.
- There should be appropriate lighting and contrast colors in the work area.
- Reserve a seat in the front row of the classroom (or, closer to the teacher).
- Keep the passages and available open spaces in the classroom clear.
- When speaking with the student specifically, address her/him by name.
- Modify/adapt assignments.
- Use educational aids like talking books, tape-recorders, use of color, contrast and texture.
- Minimize noise so that students can hear you speak.
- When speaking, face the class.
- If you feel the student is not attentive, touch her/ him on the shoulder or arm to draw attention; this also helps in indicating to the student that you are including her/him in your instructions and discussions.
- Provide large print versions when needed so that the student can follow the classroom's text-based teaching and lessons along with the sighted peers.

References

Glossary

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



Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards