



# Model Curriculum

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

**QP Code: PWD/JSS/AFVPP/2022**

**QP Version: 1.0**

**NSQF Level: 2**

**Model Curriculum Version: 1.0**

**Expository: Speech and Hearing Impairment (E004)**

**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

<b>Sector</b>	Jan Shikshan Sansthan
<b>Sub-Sector</b>	Fruits And Vegetables
<b>Occupation</b>	Fruits & Vegetables and Related Preservers
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7515.9900
<b>Minimum Educational Qualification and Experience</b>	No formal education OR May require ability to read and write for some qualifications
<b>Pre-Requisite License or Training</b>	
<b>Minimum Job Entry Age</b>	15 Years
<b>Last Reviewed On</b>	30.06.2022
<b>Next Review Date</b>	30.06.2026
<b>NSQC Approval Date</b>	22.10.2024
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	30.06.2022
<b>Model Curriculum Valid Up to Date</b>	30.06.2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	310 hrs
<b>Maximum Duration of the Course</b>	310 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
<b>Bridge Module (PwD)</b> <b>PWD/M/SHI/01 V1.0</b>	<b>60:00</b>	<b>30:00</b>	<b>00:00</b>	<b>00:00</b>	<b>90:00</b>
Module 1: Learn Basic Indian Sign Language (ISL) Bridge Module (PwD) PWD/M/SHI/01 V1.0	15:00	12:00	00:00	00:00	27:00
Module 2: Use Basic English Bridge Module (PwD) PWD/M/SHI/01 V1.0	27:00	12:00	00:00	00:00	39:00

Module 3: Personal and Social Skill Bridge Module (PwD) PWD/M/SHI/01 V1.0	09:00	03:00	00:00	00:00	12:00
Module 4: Professional & Ethical Behavior in the Workplace Bridge Module (PwD) PWD/M/SHI/01 V1.0	09:00	03:00	00:00	00:00	12:00
<b>PWD/N1512 - Bridge Module Organize for production NOS Version No.- 1.0 NSQF Level 2</b>	<b>9:00</b>	<b>21:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Introduction	01:00	02:00	00:00	00:00	03:00
prepare & maintain work area	02:00	04:00	00:00	00:00	06:00
Understand importance of Vegetables & fruits in daily diet	01:00	02:00	00:00	00:00	03:00
Concept of Fruits and vegetable processing and preservation	05:00	10:00	00:00	00:00	15:00
Market Exposure	00:00	03:00	00:00	00:00	03:00
<b>PWD/N1513 - Produce pickles, chutney, puree, paste, sauce, ketchup, soups, dried vegetables</b>	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
<b>NOS Version No.- 1.0 NSQF Level 2</b>					
<b>PWD/N1514 - Produce jam, jelly, candies, tutti fruity, marmalade, fruit pulps, chaat, custard</b>	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
<b>NOS Version No.- 1.0 NSQF Level 2</b>					
<b>PWD/N1515 - Produce squash, juices, shakes and RTS</b>	<b>10:00</b>	<b>20:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
<b>NOS Version No.- 1.0 NSQF Level 2</b>					
<b>PWD/N1516 - Carry out packaging of products</b>	<b>03:00</b>	<b>12:00</b>	<b>00:00</b>	<b>00:00</b>	<b>15:00</b>
<b>NOS Version No.- 1.0 NSQF Level 2</b>					

<b>PWD/N1517 - implement health and safety practices at workplace NOS Version No.- 1.0 NSQF Level 2</b>	<b>03:00</b>	<b>12:00</b>	<b>00:00</b>	<b>00:00</b>	<b>15:00</b>
<b>PWD/N1518 - Practice entrepreneurial, numerical and book keeping NOS Version No.- 1.0 NSQF Level 2</b>					
<b>Employability Skills for Persons with Disabilities (70 hours) PWD/N0501 NOS Version No. – 1.0 NSQF Level – 4</b>	70:00	00:00	00:00	00:00	70:00
<b>Total Duration</b>	<b>175:00</b>	<b>135:00</b>	<b>00:00</b>	<b>00:00</b>	<b>310:00</b>

## Module Details

### Module 1: Learn Basic Indian Sign Language (ISL)

*Mapped to: Bridge Module*

#### Terminal Outcomes:

- Communicate using basic Indian Sign Language.

<b>Duration: 15:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the regional differences in signs used in Indian Sign Language.</li> <li>Describe ways to greet and respond to others.</li> <li>Explain significance of facial expressions and gestures in enhancing meaning of signed words.</li> <li>Discuss the general sentence rules used while signing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate introductions and greetings using Indian Sign language.</li> <li>Demonstrate use of finger spellings in ISL (for example: names, places, and abbreviations.)</li> <li>Express simple actions and feeling using ISL.</li> <li>Express information related to time, directions, numbers, and currency using ISL.</li> <li>Express information related to self-using ISL. (e.g., name, native place, city, state, family members, work etc.)</li> </ul>
<b>Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	



## Module 2: Use Basic English

*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: 27:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Recognise words and phrases related to formal and informal greetings.</li> <li>• Recognise simple personal information about self and others when shared in writing (e.g., name, age, place of residence etc.).</li> <li>• Recognise 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.</li> <li>• Recognise simple pronouns (he/she/ we / they).</li> <li>• Comprehend basic hobby related verbs (like playing, singing, dancing).</li> <li>• Recognise common verbs related to movement of transport (e.g., buses run, boats sail).</li> <li>• Recognise words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry).</li> <li>• Recognise familiar English words and phrases used in the workplace especially as instructions related to direction, safety instructions, date, and time etc. (vocabulary: stop, close the door etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status).</li> <li>• Use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever, pain etc).</li> <li>• Write simple sentences using names of everyday objects, places, directions. (e.g., I live in Delhi.).</li> <li>• Write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.).</li> <li>• Write words and short phrases to describe travel, holidays and vacations.</li> <li>• Frame written answer to simple questions related to self, food preferences, feelings etc.</li> <li>• Identify and read health, safety, security signage in English at works and public places or on gadgets and appliances when accompanied by related images or graphics.</li> <li>• Read basic familiar words and phrases to identify areas of work, responsibilities and working relationships.</li> <li>• Read and write simple sentences describing activities planned for the next day/week/month etc.</li> </ul>
Sample Classroom Aids	



Laptop, white board, marker, projector
<b>Tools, Equipment and Other Requirements</b>
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk

## Module 3: Personal and Social Skill

*Mapped to: Bridge Module*

### Terminal Outcomes:

- Manage Professional and Social behaviour.

<b>Duration: 09:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of professional appearance and behaviour at workplace.</li> <li>• Discuss the importance of following social etiquette in formal and informal settings.</li> <li>• Explain the principles of communication.</li> <li>• Discuss the barriers to effective communication and ways to overcome these.</li> <li>• Discuss the importance of managing stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional appearance.</li> <li>• Demonstrate formal and informal communication etiquettes/gestures/body language in dealing with seniors/peers or clients.</li> <li>• Demonstrate ways to manage stress as per choice like breathing exercises/ spending time with friends etc.</li> <li>• Create a method for stress management with reference to self by listing techniques/steps.</li> </ul>
<b>Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module 4: Professional & Ethical Behavior in the Workplace

Mapped to: Bridge Module

### Terminal Outcomes:

- Maintain professional and ethical behavior in the work environment.

<b>Duration: 9:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of completing task/assignments on time/ by prioritizing.</li> <li>• Discuss the importance and challenges of teamwork in an organization to achieve goals.</li> <li>• Discuss the importance of seeking assistance from peers and supervisor when required.</li> <li>• Outline the importance of maintaining privacy and confidentiality.</li> <li>• Discuss situations that may lead to conflict of interest with peers/organization and ways to resolves them.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a work schedule prioritizing given tasks.</li> <li>• Demonstrate effective team behavior to accomplish a given task.</li> <li>• List activities/write application to seek assistance of supervisor/peers.</li> </ul>
<b>Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module 5: 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

<b>Duration: 01:00</b>	<b>Duration: 02:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Provide introduction to the JSS Scheme</li> <li>• Discuss significance of JSS scheme in skill development</li> <li>• Discuss the market trends and career growth opportunities available in the food processing industry</li> <li>• Summarize the role and responsibilities of Assistant -Fruits &amp; Vegetables processing &amp; preservation</li> <li>• List opportunities of income generation</li> </ul>	<ul style="list-style-type: none"> <li>• Create a flow chart of possible opportunities and progression as Assistant -Fruits &amp; Vegetables processing &amp; preservation</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	

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, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk

## Module 6: 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
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Identify the tools and equipment used in cleaning the work area</li> <li>• Name the sterilizers and methods to sterilize the containers and utensils to be used.</li> <li>• Follow instructions to prepare standard sterilization solution</li> <li>• Identify and prepare equipment &amp; products required for the processing and preservation of the Fruits &amp; vegetables</li> <li>• Explain the process of cleaning the work area &amp; tools</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate organizing the sterilized /disinfected equipment for the processing and preservation</li> <li>• Demonstrate waste disposal in the designated areas</li> <li>• Demonstrate use off &amp; maintenance of products and equipment as per guidelines and standard processes</li> <li>• Show the process of post-production cleaning of work area, tools, and equipment</li> <li>• Discard the rejected fruits and vegetables and other waste material as per SOP</li> <li>• Report information such as faulty tools and equipment to the concerned authority</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
<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, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk</p>	

## Module 7: 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

<b>Duration: 01:00</b>	<b>Duration: 02:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the vegetables and fruits for the produce</li> <li>• Sort and grade the Fruits &amp; vegetables</li> <li>• Explain importance of washing and sterilization of fruits &amp; vegetables</li> <li>• Follow instructions to prepare standard sterilization solution</li> <li>• Wash the vegetables and fruits as per established standards</li> <li>• State the health benefits of including fruits and vegetables in daily diet in relation to the calorie and vitamin intake</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of sorting, grading, washing and sterilizing vegetable and fruits</li> <li>• Display chart with pics of vegetables and fruits along with the composition and health benefit</li> <li>• Demonstrate use off &amp; maintenance of products and equipment as per guidelines and standard processes</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
<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, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk</p>	

## Module 8: 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

<b>Duration: 05:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Recall the procedure of sampling to test the water quality and verification of water level</li> <li>• Explain how to inspect the vegetables and fruits for spoilage</li> <li>• Differentiate between the ingredients, products used for preservation in traditional /modern methods</li> <li>• Explain steps in processing of vegetables and fruits</li> <li>• Explain the steps and methods pf preservation of vegetables and fruits</li> <li>• Evaluate the traditional and modern methods of fruits and vegetables processing and preservation</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to check the quality and level of water before washing the fruits and vegetables</li> <li>• Explain the process of peeling, cutting, deseeding</li> <li>• Exemplify the steps to prepare the brine solution and fermentation</li> <li>• Demonstrate canning, fermentation, freezing, pasteurization, smoking additives</li> <li>• Display traditional and modern preservatives</li> <li>• Test modern preservatives before use</li> <li>• Demonstrate process of drying, dehydration of Fruits and vegetables</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
<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, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk</p>	



## Module 9: Market Exposure PWD/N1512 V1.0

### Terminal Outcomes:

<b>Duration:</b> 00:00	<b>Duration:</b> 03:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>List opportunity and challenges in relation to the product</li> </ul>	<ul style="list-style-type: none"> <li>Submit a visit report based on the market survey</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
<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, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk</p>	

## Module 10: Produce pickles, chutney, puree, paste, sauce, ketchup, soups, dried vegetables

### 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
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• identify fruits and vegetables according to the recipe</li> <li>• Name the ingredients for making the Pickle, chutney, paste, puree, ketchup etc</li> <li>• Describe the process of de-skinning and de-seeding using various methods (peeling machine, lye solution etc)</li> <li>• Describe the method of preparing pickle, puree, paste, murabba etc</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate process of selecting fruits and vegetables based on quality and grade (water content, shape, size, color etc)</li> <li>• Collect ingredients for making recipes (vinegar, oil, salt, sugar, dry masala's etc)</li> <li>• Illustrate the process of peeling and slicing using appropriate tools, equipment, and machines</li> <li>• Demonstrate the steps for preparing pickle, paste and puree, ketchup</li> </ul>
<b>Classroom Aids:</b> Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b> 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, Computer, Sticky Keys. Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software	

## Module 11: Produce jam, jelly, candies, tutty fruity, marmalade, fruit pulps, chaat, custard

### 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
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• identify fruits according to the recipe for making various type of fruit products</li> <li>• Discuss the raw material and requirement of tools/equipment</li> <li>• Explain the process of making Jam, Jelly, Candies, tutty fruity</li> <li>• Explain the process for making custard and fruit chaat</li> <li>• Discuss the standard techniques used for cleaning the tools and machines</li> <li>• Identify the kinds of waste produced and ways to dispose it as per SOP</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate process of selecting fruits for quality and grade</li> <li>• Check working condition of tools, equipment, and machines</li> <li>• Demonstrate the process of pulping and extraction of juice from the fruits</li> <li>• Demonstrate the steps for preparing Jam, Jelly, candies, fruit chaat and custard</li> <li>• Demonstrate the process of cleaning the work area and machines after production</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
<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, Computer, Sticky Keys. Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software</p>	

## Module 12: Produce squash, juices, shakes and RTS

### 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
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• identify fruits according to the recipe for making various type of RTS drinks including squash and Juices</li> <li>• Discuss the raw material and requirement of tools/equipment</li> <li>• Explain the process of making Squash and Juices</li> <li>• Explain the process for various mocktails and shakes</li> <li>• List the quality parameters of squash and fruit juice.</li> <li>• State the methods for storing raw material for later use</li> <li>• Discuss the standard techniques used for cleaning the tools and machines</li> <li>• Identify the kinds of waste produced and ways to dispose it as per SOP</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate process of selecting fruits for quality and grade</li> <li>• Check working condition of tools, equipment, and machines</li> <li>• Demonstrate the process of pulping and extraction of juice from the fruits</li> <li>• Demonstrate the steps of Pre-Extraction processes of fruits.</li> <li>• Demonstrate the method of clarifying fruit juice</li> <li>• Demonstrate the steps in preparing, squash, Juices, shakes and other RTS drinks as per standards</li> <li>• Demonstrate the process of cleaning the work area and machines after production</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
<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, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk</p>	

## Module 13: Carry out packaging of products

### Terminal Outcomes:

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

<b>Duration: 03:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the techniques for storage &amp; preservation of products (canning, bottling, pouching)</li> <li>• State the steps for sealing and labelling</li> <li>• Follow the FPO norms for packaging of products</li> <li>• State the process of licensing and registration with FSSAI</li> <li>• Discuss the standard techniques used for cleaning the tools and machines</li> <li>• Identify the kinds of waste produced and ways to dispose it during packaging as per SOP</li> <li>• Describe the steps for registration and licensing with FSSAI</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the workstation for Packaging</li> <li>• Demonstrate the process of canning, pouching, bottling as per FPO norms</li> <li>• Demonstrate the process of sealing &amp; labeling as per SOP and FPO norms</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
<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, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk</p>	

## Module 14: Practice entrepreneurial, numerical and book keeping, food safety and personal hygiene

### 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
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss how to assess demand and supply of products/services in markets.</li> <li>• List the various available subsidies/loans through the government</li> <li>• Define the method to avail loan from the financial institutions.</li> <li>• Discuss the method of tracking prices prevailing in the market and formulate competitive pricing mechanism</li> <li>• Explain how to look out for new opportunities.</li> <li>• Maintain book of accounts.</li> <li>• Describe the need for documenting and maintaining inventory of raw materials, processes, and finished products</li> <li>• Document daily records in the ERP system effectively</li> <li>• Identify hazards and risks</li> <li>• List the various available health and safety equipment</li> <li>• Follow the FPO norms for packaging of products</li> <li>• State the process of licensing and registration with FSSAI</li> <li>• Discuss the standard techniques used for cleaning the tools and machines</li> <li>• Identify the kinds of waste produced and ways to dispose it during packaging as per SOP</li> <li>• Describe the steps for registration and licensing with FSSAI</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to Work out the feasibility and viability of setting up micro enterprises.</li> <li>• Form appropriate marketing channels.</li> <li>• Demonstrate how to Comply with relevant regulations in marketing and sale of produce</li> <li>• Demonstrate how to deal effectively with all the stakeholders.</li> <li>• Demonstrate the method of documenting and recording the details of raw material to final finished product.</li> <li>• Demonstrate how to record in the ERP system effectively</li> <li>• Create requisition to obtain the various health and safety equipment</li> <li>• Demonstrate the process of canning, pouching, bottling as per FPO norms</li> <li>• Demonstrate the process of sealing &amp; labeling as per SOP and FPO norms</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
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, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk



## Module 15: 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 21<sup>st</sup> 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.</p> <p>The Indian Sign Language Interpreter with 2/3 years of experience should be mandatory during the training, counselling and placement of Persons with Speech and Hearing Impairment. A Certification by Indian Sign Language Research and Training Centre (ISLRTC) or Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan) (AYJNISHD(D)) will be desirable</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 Speech and Hearing Impairment

#### Characteristics

- Use other senses as mediums of learning. (Use gestures, body language, expressions, lip reading etc.). Writing.
- Use adapted material such as visual or sight vocabulary to provide first-hand experience.
- Use assistive devices such as hearing aid, loop system etc
- Teach how to access sound-based information.

#### Guidelines for Trainers

- Make sure you are aware of the learners 'language abilities and preferred learning style to ensure inclusion into the group.
- When you have a student with SHI in the group, reduce background noise or, request for a classroom that is away from noise. Make sure you have the whole group's attention before starting the session.
- Allow SHI students to sit where they wish. SHI students who can read the lip should sit near the front. (Optimum distance for lip-reading is considered to be about 6 feet.).
- Face the SHI student when speaking.
- Use clear speech.
- Make sure the room is well lit to allow the student with SHI to see your facial expression, signing and/or lip read.
- Use assistive device where available, to facilitate teaching-learning in the classroom.
- Arrange the classroom so that students can see each other, e.g. organizing the class in a circle or semicircle allows all students to see each other.
- Use shorter sentences, clearer speech.
- Associate words with real objects, pictures; for example, the colour concept.
- Use pictures (flash cards), real objects, real experiences, dramatization, and activities.
- You can write key points on the board or chart.
- Encourage other people or staff to develop communication strategies so that they can get into the style of students with SHI.



## References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	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.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . 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