

# Model Curriculum

## Polisher and Cleaner- (Divyangjan) (Option: Filigree Polisher)

Sector: Gems & Jewellery

Sub-Sector: Handmade Gold and Gems- Set  
Jewellery, Cast and Diamonds-Set  
Jewellery, Silversmith

Occupation: Polishing & Cleaning

Ref ID: PWD/G&J/Q0701, V2.0

NSQF Level: 3

**Model Curriculum Aligned  
for  
Persons with Low Vision  
E003**



## Certificate

### CURRICULUM COMPLIANCE TO QUALIFICATION PACK – NATIONAL OCCUPATIONAL STANDARDS

Is hereby issued by the  
SKILL COUNCIL FOR PERSONS WITH DISABILITY (SCPwD)  
for

### MODEL CURRICULUM – ALIGNED FOR PERSONS WITH DISABILITY

Complying to National Occupational Standards of Job Role/ Qualification Pack:  
**‘Polisher & Cleaner (Divyangjan)-LV QP No. ‘PWD/G&J/Q0701 NSQF Level 3’**

Expository Code: **Low vision**  
**(E003)**



Date Issuance: 5/1/23  
Valid up to\*: 20/12/2023

*\*Valid up to the next review date of the Qualification Pack or the  
Disability)*  
*‘Valid up to’ date mentioned above, whichever is earlier*

Authorized Signatory  
(Skill Council for Persons with

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# Polisher and Cleaner

## Curriculum / Syllabus

This program is aimed at training candidates for the job of a “Polisher and Cleaner”, in the “Gems & Jewellery” Sector/Industry and aims at building the following key competencies amongst the learners.

Program Name	Polisher and Cleaner		
Qualification Pack Name & Reference ID.	“Polisher and Cleaner, PWD/ G&J/0701, VERSION 2.0		
Version No.	2.0	Version Update Date	20/12/2023
Pre-requisites to Training	10th Grade pass OR Grade 9 with one year of experience OR Grade 8 with two year of (NTC/ NAC) after 8 th OR 8th grade pass with 2 year relevant Experience OR Grade 8 pass and pursuing continuous schooling in regular school with vocational subject OR 5th grade pass with 5 year relevant Experience OR Previous relevant Qualification of NSQF Level 2 with 1 year relevant Experience OR 8th Grade pass with no experience /In addition to Notional hours OJT/internship of 8 months  5th grade pass with no experience / In addition to Notional hours OJT/internship of 20 months  Previous relevant Qualification of NSQF Level 2 with no Experience / In addition to Notional hours OJT/internship of 4 months 18 years		

Training Outcomes	After completing this program, participants will be able to:
	<ul style="list-style-type: none"> <li>• <b>Prepare tools and consumables for polishing:</b> Polishing different types of jewellery pieces using different tools and machines.</li> <li>• <b>Polish and clean, precious, or non-precious jewellery:</b> Finish the jewellery frame and clean it thoroughly in order to give the base of frame and components</li> <li>• <b>Coordinate with others:</b> Work in a team and communicate with colleagues or clients. Determine the coordination capability of an individual to work as a team member, share work and multi-task to achieve the deliverables on schedule.</li> <li>• <b>Maintain health and safety at workplace:</b> Commit towards reporting potential hazards, take preventive measures to avoid accidents in order to make the work environment safe for self and colleagues and maintain health and safety.</li> <li>• <b>Polish the filigree jewellery:</b> Preparing, polishing, and cleaning filigree jewellery pieces with the use of different tools and consumables</li> </ul>

This course encompasses 4 out of 4 Compulsory NOS (National Occupational Standards) of “Polisher & Cleaner” Qualification Pack issued by “SSC: Gems & Jewellery Skill Council of India”. The Curriculum is Aligned by “Skill Council for Persons with Disability” for Persons with Low Vision”.

	Module	Key Learning Outcomes	Equipment Required	Disability-wise training tools with reference to Expository for each NOS
1.	<b>Learn Basic English</b> <b>Theory Duration</b> (hh:mm) 21:00 <b>Practical Duration</b> (hh:mm) 24:00 <b>Corresponding NOS Code</b> Bridge Module (PwD)	<ul style="list-style-type: none"> <li>Identify and write Alphabet and Letters.</li> <li>Identify various vowel and consonant sounds in various words.</li> <li>Recognize words and phrases related to formal and informal greetings.</li> <li>Recognize simple personal information about self and others (e.g., name, age, place of residence etc.).</li> <li>Recognize very simple words related to home, neighbourhoods, everyday objects, marketplace, names of the days of the week, months, time, directions, clothes, food, and drinks.</li> <li>Recognize simple pronouns (he/she/we/they).</li> <li>Comprehend basic hobby related verbs (like playing, singing, dancing).</li> <li>Recognize common verbs related to movement of transport (e.g. buses run, boats sail).</li> <li>Recognize words related to common feelings and emotions. (e.g. sad, unhappy, depressed, irritated, furious, angry).</li> <li>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).</li> <li>Differentiate between Spoken and Written English.</li> <li>Demonstrate the correct way to pronounce words with the right stress.</li> <li>Read and 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 and pain).</li> <li>Read and write simple sentences</li> </ul>	Laptop, Computer, OCR Scanner, Screen readers, Digital/ Handheld Magnifiers	Any of the following tools may be used: <ul style="list-style-type: none"> <li>Optical Character Recognition (OCR)</li> <li>Clear View+ Speech, Zoom Ex,</li> <li>Kurzweil, ABBY</li> <li>Fine Reader</li> <li>Tesseract Non-</li> <li>Visual Desktop Access (NVDA)</li> <li>Job Access with Speech (JAWS),</li> <li>DAISY players</li> <li>DAISY (Digital</li> <li>Accessible Information System)</li> </ul>

		<p>using names of everyday objects, places, directions. (e.g., I live in Delhi.).</p> <ul style="list-style-type: none"> <li>• Read and write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.).</li> <li>• Read and write words and short phrases to describe travel, holidays, and vacations.</li> <li>• Read and frame written answers to simple questions related to self, food preferences, feelings etc.</li> <li>• Identify and read health, safety, and security signage (images/graphics) in English, at work and public places or on gadgets and appliances.</li> <li>• Read and write 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 day/ next week/month.</li> <li>• Pronounce words related to professions</li> <li>• Ask and answer questions related to their job correctly.</li> <li>• Discuss activities planned for the next day/week/month at the workplace.</li> <li>• Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).</li> <li>•</li> </ul>		
2.	<p><b>Use of Smart Phone</b></p> <p><b>Theory Duration</b> (hh:mm) 03:00</p> <p><b>Practical Duration</b> (hh:mm) 18:00</p> <p><b>Corresponding NOS Code</b> Bridge Module (PwD)</p>	<ul style="list-style-type: none"> <li>• Explain the benefits of a smartphone for Persons with Visual Impairment.</li> <li>• Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g., GPS, Social media Applications and Cab Booking Applications).</li> <li>• Discuss the barriers in accessing some Software Applications (like Gaming Application).</li> <li>• 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.</li> </ul>	One smart phone with talkback per trainee	<p>Any of the following tools may be used:</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY</li> <li>• Fine Reader</li> <li>• Tesseract Non-</li> <li>• Visual Desktop Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAISY players</li> <li>• DAISY (Digital</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrate basic operations on the screen by using, “explore by touch”.</li> <li>• Use talk back, speech, and volume settings.</li> <li>• Use a mobile phone for making calls and for sending and receiving messages.</li> <li>• Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts.</li> <li>• Use basic applications like Google Play Store and calculator.</li> <li>• Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library.</li> <li>• Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones.</li> <li>• Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps.</li> <li>• Demonstrate how to download apps on a smartphone.</li> </ul>		<ul style="list-style-type: none"> <li>• Accessible Information System)</li> </ul>
3.	<p><b>Learn Basic Braille</b></p> <p><b>Theory Duration</b> (hh:mm) 03:00</p> <p><b>Practical Duration</b> (hh:mm) 21:00</p> <p><b>Corresponding NOS Code</b></p> <p>Bridge Module (PwD)</p>	<ul style="list-style-type: none"> <li>• Discuss the history and significance of the invention of Braille.</li> <li>• Describe the concept of Dots and Cells in Braille.</li> <li>• Distinguish between Old and modern Braille slates.</li> <li>• Read and write text in Braille by using appropriate hand movements</li> <li>• Recognize Braille characters, words, sentences, paragraphs, and placement of text.</li> <li>• Demonstrate use of Braille equipment (such as Positioning Braille slate, inserting paper in the slate, use of stylus).</li> <li>• Demonstrate correct sitting posture while using Braille devices.</li> <li>• Demonstrate how to use technology to replace manual Braille typing (such as using Orbit 20).</li> </ul>	Desktop Computer / laptops	<p>Any of the following tools may be used:</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY</li> <li>• Fine Reader</li> <li>• Tesseract Non-</li> <li>• Visual Desktop Access (NVDA)</li> <li>• Job Access with Speech (JAWS),</li> <li>• DAISY players</li> <li>• DAISY (Digital</li> <li>• Accessible Information System)</li> </ul>
4.	<p><b>Prepare tools and consumables for polishing</b></p>	<ul style="list-style-type: none"> <li>• Understand to plan, stock and prepare the various types of lapping, polishing or buffing wheels, brushes, discs, emery paper sticks, burnishers, hanks of cotton thread etc., to be</li> </ul>	Mandatory - Wooden table of size 1.5 *1.5*1.5 feet / iron rod for burnishing / red	<p>Any of the following tools may be used:</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech,</li> </ul>



	<p><b>Theory Duration</b> (hh:mm) 30:00</p> <p><b>Practical Duration</b> (hh:mm) 30:00</p> <p><b>Addition 1/3 Hours for low vision</b></p> <p><b>Corresponding NOS Code</b> G&amp;J/N0703</p>	<p>used during polishing process at different stages like pre-polishing, polishing intricate spaces or filigree and at final stage after stone setting or assembly</p> <ul style="list-style-type: none"> <li>Understand to use magnetic, hexagonal tumbler to shine the jewellery and remove grease, grime or any deposits from jewellery</li> <li>Ensure the consumables like different abrasives, cutting, buffing compounds to be used for different metals are available</li> <li>Understand to use of high-speed rotating polishing motors, foredoom hand motors or lapping machine, tumbling and cleaning machines are maintained properly and preventive maintenance of the same is done at regular intervals as scheduled</li> </ul>	<p>stone for cleaning iron rod /emery paper solution of Suhaga and sura/ Mixture of sulphuric acid and water / three bucket/ clean water, hydrochloric acid / rubber hand. gloves/cotton hand gloves/ velvet tray Optional – Computer or Laptop Attached to LCD Projector</p>	<p>Zoom Ex,</p> <ul style="list-style-type: none"> <li>Kurzweil, ABBY</li> <li>Fine Reader</li> <li>Tesseract Non-</li> <li>Visual Desktop Access (NVDA)</li> <li>Job Access with Speech (JAWS),</li> <li>DAISY players</li> <li>DAISY (Digital</li> <li>Accessible Information System)</li> </ul>
5	<p><b>Polish and clean, precious or nonprecious jewellery</b></p> <p><b>Theory Duration</b> (hh:mm) 90:00</p> <p><b>Practical Duration</b> (hh:mm) 150:00</p> <p><b>Addition 1/3 Hours for low vision</b></p> <p><b>Corresponding NOS Code</b> G&amp;J/N0704</p>	<ul style="list-style-type: none"> <li>Understand to use the appropriate cleaning machines and methods to clean the jewellery received</li> <li>Understand to give the appropriate finish to the jewellery as per design requirement</li> <li>Understand to use various types of buff wheels for removal of filing defects</li> <li>Understand to use the various types of polishing compounds as per jewellery and metal type</li> <li>Ensure quality check for all jewellery done including checking for lost stones, loose settings, missing metal components, linking, flexibility and other defects that may occur during the cleaning and polishing process and to re-work on the jewellery piece</li> <li>Ensure to polish and buff the jewellery holding jewellery parts against the rotating wheel, buff, discs or brush mounted on spindle of high-speed electric motor</li> <li>Ensure to pre-polish jewellery pieces having empty collets or sockets for gemstone or diamonds to set in or for hollow rings with back plate or bracelet links prior to assembly etc.</li> <li>Ensure to de-grease polished jewellery piece with ultrasonic</li> </ul>	<p>Mandatory – White Board/Black Board Marker/ Chalk, Duster, Notepads, Pens, Pencils, Blank Sheets, Cotton Gloves, Paint Brush, Metal Brush, Pin Tong, Metal Scissors, Steel Scale, Weighing Scale, Mandrel for Bristle Brush, Wooden Clip, Leather Belt, 2 Line Hair Brush, Rough Rouge (Lustre), Strong Motors, Bristle Brush, Felt Ring Buff, Lapping Wheel, Ultrasonic Jig, Tray for Steam Cleaner, Sand for Sand Blaster, Ring Wooden Stick, Sand Blaster, Ultrasonic Cleaner Polishing Station</p>	<p>Any of the following tools may be used:</p> <ul style="list-style-type: none"> <li>Optical Character Recognition (OCR)</li> <li>Clear View+ Speech, Zoom Ex,</li> <li>Kurzweil, ABBY</li> <li>Fine Reader</li> <li>Tesseract Non-</li> <li>Visual Desktop Access (NVDA)</li> <li>Job Access with Speech (JAWS),</li> <li>DAISY players</li> <li>DAISY (Digital</li> <li>Accessible Information System)</li> </ul>

		<p>machines, followed by steam cleaning and at the end, piece is allowed to dry in air</p> <ul style="list-style-type: none"> <li>• Ensure to the jewellery piece at every intermediate stage of polishing with eyes or 10x eyeloop to see if any casting porosity opens or over polishing which should not affect the shape or intricate detail</li> <li>• Ensure the dust vacuum suction is working well during operation especially in case of precious metal polishing for effective dust collection</li> <li>• Ensure minimal loss of metal and zero defect</li> <li>• Ensure timely delivery of finished product and achieve daily production targets</li> </ul>	<p>with Machine, Steam Cleaner, Magnetic Tumbler, Unfinished Silver/ Brass/ Copper Ornaments, Wooden Polish Sticks, Red Rouge, Tweezers, Cleaning Solution, Table Brush, Buffs - Cloth, Emery Paper/ Sticks, Emery Mandrel, Rubber Wheel, Rubber Bullet, Eye Protective Goggles, Polishing Wax, Thick Cotton Thread, 10x eye loop, Protective Medical Mask, Buffing Machine with All Types of Buff Wheels, Pendant Motor, Metal Plating Machine and Components for Plating, File Set, Mandrel Set, Cleaning Cloth, Hammer Set, Jewellery Finishing Tool Kit, Bowls</p> <p>Optional – Computer or Laptop Attached to LCD Projector, Caustic Soda Chemical</p>	
6	<p><b>Coordinate with others</b></p> <p><b>Theory Duration</b> (hh:mm) 30:00</p> <p><b>Practical Duration</b> (hh:mm)</p>	<ul style="list-style-type: none"> <li>• Coordinate with supervisor to understand the work output requirements</li> <li>• Communicate with supervisor about company policies and rules</li> <li>• Coordinate with supervisor timely delivery of work and report any anticipated delays</li> <li>• Coordinate with colleagues as a team</li> </ul>	<p>Mandatory – White Board/Black Board Marker/ Chalk, Duster Notepads, Pens, Pencils, Blank Sheets</p> <p>Optional – Computer or</p>	<p>Any of the following tools may be used:</p> <ul style="list-style-type: none"> <li>• Optical Character Recognition (OCR)</li> <li>• Clear View+ Speech, Zoom Ex,</li> <li>• Kurzweil, ABBY</li> <li>• Fine Reader</li> <li>• Tesseract Non-</li> </ul>

	30:00 <b>Addition 1/3 Hours for low vision Corresponding NOS Code G&amp;J/N9901</b>	to achieve team goals Resolve conflicts by communicating with colleagues and other departments <ul style="list-style-type: none"> <li>Understand to multi-task relevant activities</li> </ul>	Laptop Attached to LCD Projector	<ul style="list-style-type: none"> <li>Visual Desktop Access (NVDA)</li> <li>Job Access with Speech (JAWS),</li> <li>DAISY players</li> <li>DAISY (Digital</li> <li>Accessible Information System)</li> </ul>
7	<b>Maintain health and safety at workplace</b> <b>Theory Duration (hh:mm)</b> 30:00 <b>Practical Duration (hh:mm)</b> 30:00  <b>Addition 1/3 Hours for low vision Corresponding NOS Code G&amp;J/N9902</b>	<ul style="list-style-type: none"> <li>Report about potential sources of danger</li> <li>Understand to use of precautionary methods and fire extinguisher in case of fire</li> <li>Understand to use of first aid procedure in case of emergencies</li> <li>Understand to use and wear recommended safety gears as per company policies</li> </ul>	Mandatory – Safety Hand Gloves, Fire Extinguisher, First Aid Kit Optional – Computer or Laptop Attached to LCD Projector	Any of the following tools may be used: <ul style="list-style-type: none"> <li>Optical Character Recognition (OCR)</li> <li>Clear View+ Speech, Zoom Ex,</li> <li>Kurzweil, ABBY</li> <li>Fine Reader</li> <li>Tesseract Non-</li> <li>Visual Desktop Access (NVDA)</li> <li>Job Access with Speech (JAWS),</li> <li>DAISY players</li> <li>DAISY (Digital</li> <li>Accessible Information System)</li> </ul>
	<b>Total Duration (hh:mm)</b> <b>510:00</b>  <b>Theory Duration (hh:mm)</b> <b>180:00</b> <b>+30:00 hrs. Employability Module DGT/VSQ/N0 102</b>  <b>Practical Duration (hh:mm)</b> <b>300:00</b>	<b>Unique Equipment Required:</b> Wooden table of size 1.5 *1.5*1.5 feet iron rod for burnishing / /emery paper Mixture of sulphuric acid and water / three bucket/ clean water, Red stone/suhaga/sura/hydrochloric acid /rubber hand gloves/cotton hand gloves/ velvet tray, Paint Brush, Metal Brush, Pin Tong, Metal Scissors, Steel Scale, Weighing Scale, Mandrel for Bristle Brush, Wooden Clip, Leather Belt, 2 Line Hair Brush, Rough Rouge (Lustre), Strong Motors, Bristle Brush, Felt Ring Buff, Lapping Wheel, Ultrasonic Jig, Tray for Steam Cleaner, Sand for Sand Blaster, Ring Wooden Stick, Sand Blaster, Ultrasonic Cleaner, Polishing Station with Machine, Steam Cleaner, Magnetic Tumbler, Unfinished Silver/ Brass/ Copper Ornaments, Wooden Polish Sticks, Red Rouge, Tweezers, Cleaning Solution, Table Brush, Buffs - Cloth, Sticks, Emery Mandrel, Rubber Wheel, Rubber Bullet, Eye Protective Goggles, Polishing Wax, Thick Cotton Thread, 10x eye loop, Protective Medical Mask, Buffing Machine with All Types of Buff Wheels, Pendant Motor, Metal Plating Machine and Components for Plating, File Set, Mandrel Set, Cleaning Cloth, Hammer Set, Jewellery Finishing Tool Kit, Bowls. Safety Hand Gloves, Fire Extinguisher, First Aid Kit Optional – Computer or Laptop Attached to LCD Projector		

## Trainer Prerequisites for Job role: “Polisher & Cleaner” mapped to Qualification Pack: “PWD/G&J/Q0701 v2.0”

Sr. No	Area	Details
1	<b>Description</b>	Trainer is responsible for delivering accredited training service, mapped to the curriculum detailed above, in accordance with the Qualification Pack “G&J/Q0701, v2.0”.
2	<b>Personal Attributes</b>	Aptitude for conducting training, and pre/post work to ensure competent, employable candidates at the end of the training. Strong communication skills, interpersonal skills, ability to work as part of a team; a passion for quality and for developing others; well-organized and focused, eager to learn and keep oneself updated with the latest in the mentioned field. The inclusive trainer should have proficiency in related applications such as experience of Orientation and Mobility, Braille, and Smart Phone Training. The Inclusive Trainer is expected to have patience, empathy and compassion, sensitivity, strong communication and interpersonal skills, ability to measure and assess the specific needs of Persons with Low Vision.
3	<b>Minimum Educational Qualifications</b>	10th standard
4a	<b>Domain Certification</b>	Certified for Job Role: “ <u>Polisher &amp; Cleaner</u> ” mapped to QP: “ <u>G&amp;J/Q0701 v2.0</u> ” with scoring of minimum 80%.
4b	<b>Platform Certification</b>	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “ <u>MEP/Q2601</u> ” with scoring of minimum 80%.
4c	<b>Disability specific Top Up module</b>	The Inclusive Trainer should be certified in Disability Specific Top Up training PWD/Q0101, v2.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.
4d.	<b>Specific Requirement for Persons with Low Vision</b>	The Indian Sign Language Interpreter 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.
5	<b>Experience</b>	The minimum experience required is 3 years in QC/ trainer/ manager/ team leader/ supervisor Polishing and Cleaning.

### Annexure: Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>THC/N9901: Communicate effectively and maintain service standards</b>				
Communicate effectively with guests, colleagues and superiors	20	20		10
PC1. greet the guests promptly and appropriately as per organization's procedure				
PC2. communicate with the guests in a polite and professional manner				
PC3. clarify guest's requirements by asking appropriate questions				
PC4. address guest's dissatisfactions and complaints effectively				
PC5. build effective yet impersonal relationship with guests				
PC6. inform guests on any issue/problem beforehand including any developments involving them				
PC7. seek feedback from the guests and incorporate that to improve the guest experience				
PC8. escalate any negative feedback from the guests to immediate reporting authority on high priority				
PC9. pass on essential information to your colleagues timely				
PC10. report any workplace issues to the superior immediately				
Maintain professional etiquette	10	10		5
PC11. report to work on time				
PC12. follow proper etiquette while interacting with colleagues and superiors				
PC13. follow the dress code as per organizational policy				
PC14. maintain good personal hygiene				
PC15. respect privacy of others at the workplace				
Provide specific services as per the guests' requirement	10	10		5
PC16. offer services and maintain the quality of facilities to cater to specific needs of every individual, across all gender and age group as per company standards				
PC17. provide assistance to Persons with Disability, if required				
PC18. follow the organisational policies specified for Persons with Disability				
PC19. follow gender and age sensitive service practices at all times				
PC20. adhere to the company policies related to prevention of sexual				

harassment				
NOS Total	40		40	20
<b>THC/N9903: Maintain organisational confidentiality and respect guests' privacy</b>				
Maintain organisational confidentiality	6	6		3
PC1. ensure not leaving any confidential information visible and unattended on the workstation				
PC2. comply to organizational IPR policy at all times				
PC3. report any infringement of IPR observed by anyone in the company to the concerned person				
PC4. maintain the confidentiality of the organisational information through appropriate use, storage and disposal				
Respect guest's privacy	4	4		2
PC5. protect personal and financial information of the guest				
PC6. refrain self from infringing upon guest's professional deals and plans				
NOS Total	10	10		5
<b>THC/N9906: Follow health, hygiene and safety practices</b>				
Maintain personal and workplace hygiene	10	10		5
PC1. wash and sanitize hands at regular intervals using hand wash & alcohol-based sanitizers				
PC2. clean the workplace with appropriate cleaning solution and disinfectants as recommended				
PC3. clean the crockery and other articles as per established standards				
PC4. sanitize all tools and equipment requiring touch points at regular intervals				
PC5. ensure that the trashcans are cleared regularly following the cleanliness and maintenance schedule				
PC6. use appropriate PPE (headwear, glasses, goggles, footwear etc.) considering the task to be performed and the working environment				
PC7. dispose of the waste as per the prescribed standards				
PC8. maintain personal hygiene by brushing teeth regularly, wearing clean clothes, following a healthy diet etc.				
Take precautionary health measures	5	5		0
PC9. attend regular health check-ups organized by the management				
PC10. report personal health issues related to injury, food, air and infectious disease				
PC11. report to the concerned authority in case any coworker is unwell				
Follow standard safety procedure	5	10		5
PC12. follow safety procedures while handling materials, tools, equipment etc.				



PC13. follow first aid procedures appropriately				
PC14. identify hazards at the workplace and report to the concerned person in time				
Follow effective waste management	5	10	5	5
PC15. identify and segregate recyclable, nonrecyclable and hazardous waste at workplace				
PC16. segregate waste into different coloured dustbins				
PC17. handle the waste as per SOP				
PC18. recycle waste wherever applicable				
PC19. dispose of PPEs in a plastic bag, sealed and labelled as infectious waste				
NOS Total	25	35		15
<b>THC/N0130: Perform front office activities</b>				
Prepare for front office operation	10	10		5
PC1. identify the operational structure of different front office functions, like reception, reservation, guest services, accounts, communication, etc.				
PC2. interact with the supervisor/manager to understand service requirements and clarify doubts				
PC3. report for duty on time				
PC4. wear proper uniform as per the organizational policies				
Complete the pre-arrival process	10	10		5
PC5. check occupancy forecast, expected arrivals and, departures, guest confirmation, VIP in-house, special movements or events etc.				
PC6. review the room assignment/allocation status, especially for VIPs, etc				
PC7. print Registration Card (for preregistered guests)				
PC8. prepare amenity voucher				
PC9. check that all special guest requests are taken care of				
PC10. ensure all travel arrangements like pick-up, if any, are taken care of				
PC11. arrange for special welcome arrangements as required				
PC12. ensure all VIP/group arrival requirements are arranged for accordingly				
Complete guest registration process	20	20		5
PC13. greet and welcome the guest as per organizational policy				
PC14. enquire the name of the guest to search for the reservation record				
PC15. collect mandatory information from the guests				
PC16. cross-check the identity document details of the guests against original				
PC17. fill guest registration record,				

manually or in the property management system, and attach the counter signed true copies of valid ID documents				
PC18. collect advance money from the guests if the reservation is not pre-paid				
PC19. prepare advance receipt for advance payment				
PC20. present the receipt to the guests as per organizational standards				
PC21. update advance payment details in the PMS				
Check reservation details and allot room to guest	20	25		10
PC22. cross-check the reservation details with the guest				
PC23. check for details such as room type, meal plan, number of people, etc. and confirm the guest's room preference (e.g., pool view, suite, non-smoking, etc.				
PC24. check for availability of room as per guest's preference				
PC25. inform walk-in guests about any nonavailability of room and inform the next available date/time				
PC26. inform guests of reservation of any non-availability of preferred room and provide alternate options				
PC27. allot the room if it is already blocked for the guest as per reservation status/instructions or allot a VR (Vacant Ready) room				
PC28. handle any special request from guest, e.g. wheelchair etc.				
PC29. negotiate with the guest requesting ad hoc discounts, as per organizational guidelines				
PC30. offer discount based on the seasonal occupancy and within the organization's stipulated limit				
PC31. reconfirm the type of room, tariff, and other agreed details to the guest before allotting the room				
PC32. allot adjacent rooms, if available to the guests travelling in a group/families				
PC33. ensure collection of advance money from the guests if the reservation is not prepaid				
PC34. reconfirm mode of payment from guest (e.g. credit/debit card, cash, travel voucher, forex card, etc.)				
PC35. upsell and cross- sell services to maximize revenue for the organization				
PC36. update reservation status to check-in and link to guest history, manually or in the Property Management System (PMS				
PC37. ensure guest's satisfaction with				



room allocation as per their preference				
PC38. handover room keys to bell attendant to escort guest to room				
NOS Total	60	65		25
<b>THC/N0107: Handling guest services during stay</b>				
Respond to guest queries and requests	10	10		5
PC1. respond to guest queries/request on reservation/rooms/facilities, etc.				
PC2. assist guests with requests/information on transportation, restaurants in the city, shopping areas, etc				
PC3. respond to clarification request on operating procedure of any equipment/controls inside the guest room				
PC4. change guest's room as per guest preference or request, if possible				
PC5. coordinate with bell desk to carry out room change procedure and luggage movement in presence of guest				
Receive and deliver mails/messages/package to guest	10	10		5
PC6. screen packages/parcels for security check				
PC7. deliver any received message/mail/package to the correct guest room on time				
PC8. enter messages /mail /facsimiles/parcel/package details in the log book with guest name, room number and staff responsible for delivery				
PC9. keep the deliverables safely at the Front Office/Bell Desk, if the guest is not in the room or, if the guest is not in-house but is due for arrival that and set an alert on the PMS				
PC10. inform guest if there are any visitors				
NOS Total	20	20		10
<b>THC/N0119: Handle guest reservation activities</b>				
Attend to guest reservation	20	20		10
PC1. respond to guest inquiries as per SOP				
PC2. provide the details and availability of various rooms and respective facilities to the guest based on guest preference and availability				
PC3. inform guests about various plans, packages, and seasonal rates during their request for booking as per the reservation policy of the hotel and the reservations agreement guidelines				
PC4. obtain necessary details from guests to process the reservation				
PC5. maintain reservation record of the guests				
PC6. inform concerned departments like				

housekeeping, travel, etc. about changes in the guest reservations to arrange the requirements accordingly				
Modify and cancel guest reservation	20	20		10
PC7. make changes in guest reservation if requested by the guest like modifying reservation dates, altering type of room reserved, upgrading/ downgrading room reservations in case of room unavailability				
PC8. inform the guest about the cancellation policy and provide reservation cancellations services on guest's request				
PC9. inform the guests about the modification/reservation cancellation made				
PC10. process refund payments to guests in the event of cancellation				
NOS Total	40	40		20

## DGT/VSQ/N0102 Employability Skills 30 hours

Mapped to DGT/VSQ/N0102, V1.0

Terminal Outcomes:

- introduction to employability skills
- constitutional values - citizenship
- becoming a professional in the 21st century
- basic english skills
- career development & goal setting
- communication skills
- diversity & inclusion
- financial and legal literacy
- essential digital skills
- entrepreneurship
- customer service
- getting ready for apprenticeship & jobs

Duration: 30:00	Duration: 0:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• discuss employability skills required for jobs in various industries</li> <li>• explain ways to explore learning and employability portals</li> <li>• discuss the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.</li> <li>• explain the significance of 21st Century Skills for employment</li> <li>• explain how to read and understand routine information, notes, instructions, mails, letters etc. written in English</li> <li>• list the difference between job and career</li> <li>• communicate and behave appropriately with all genders and PwD</li> <li>• discuss how to escalate any issues related to sexual harassment at workplace according to POSH Act</li> <li>• list common components of salary and compute income, expenses, taxes, investments etc</li> <li>• discuss relevant rights and laws and use legal aids to fight against legal</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate how to follow environmentally sustainable practices</li> <li>• roleplay the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life</li> <li>• practice the use basic English for everyday conversation in different contexts, in person and over the telephone</li> <li>• write short messages, notes, letters, emails etc. in English</li> <li>• prepare a sample career development plan with short- and long-term goals, based on aptitude</li> <li>• practice following verbal and nonverbal communication etiquette and active listening techniques in various settings</li> <li>• roleplay how to work collaboratively with others in a team</li> <li>• roleplay how to escalate any issues related to sexual harassment at workplace according to POSH Act</li> <li>• show how to select financial institutions, products and services as per requirement</li> </ul>

<p>exploitation</p> <ul style="list-style-type: none"> <li>• identify and list different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research</li> <li>• identify and list sources of funding, anticipate, and mitigate any financial/legal hurdles for the potential business opportunity</li> <li>• explain how to identify different types of customers</li> <li>• identify and list apprenticeship opportunities and register for it as per guidelines and requirements</li> </ul>	<ul style="list-style-type: none"> <li>• practice how to carry out offline and online financial transactions, safely and securely</li> <li>• operate digital devices and carry out basic internet operations securely and safely</li> <li>• demonstrate the use of e- mail and social media platforms and virtual collaboration tools to work effectively</li> <li>• practice the of use basic features of word processor, spreadsheets, and presentations</li> <li>• develop a sample business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion</li> <li>• roleplay how to respond to customer requests and needs in a professional manner</li> <li>• show how to follow appropriate hygiene and grooming standards</li> <li>• create a sample professional Curriculum vitae (Résumé)</li> <li>• practice how to search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively</li> <li>• show how to apply to identified job openings using offline /online methods as per requirement</li> <li>• demonstrate how to answer questions politely, with clarity and confidence, during recruitment and selection</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
PPE, Basic Stationary, digital devices as per the requirement.	

## Accommodation Guidelines recommended for Inclusive Trainers

### Persons with Low vision

#### Characteristics

- Use other senses as mediums of learning. (Use gestures, body language, expressions, lip reading etc.).
- Use adapted material such as visual or sight vocabulary to provide first-hand experience.
- Use assistive devices such as hearing aid, loop system.
- 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 about 6 feet.)
- Face the SHI student while 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 color 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.