

QUALIFICATION FILE – CONTACT DETAILS OF SUBMITTING BODY

Name and address of submitting body:

Skill Council for Persons with Disability
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List of documents submitted in support of the Qualification File

1. Qualification Pack and Model curriculum for Food & Beverage Service Associate- (Divyangjan)
2. Guidelines for Persons with **Intellectual Disability** for Assessors.
3. List of Assistive Tools, Trainer Pre-requisites and Break up of proposed extended hours.

Model Curriculum attached including the following:

- Indicative list of tools/equipment to conduct the training
- Trainers' qualification
- Distribution of training duration into theory/practical/OJT component

QUALIFICATION FILE SUMMARY

1	Qualification Title	Food & Beverage Service Associate- (Divyangjan)
2	Qualification Code, if any	PWD/Q7301
3	NCO code and occupation	NCO-2015/5123.20 and NCO2015/5123.40
4	Nature and purpose of the qualification (Please specify whether qualification is short term or long term)	Short Term Short Term. Purpose of the course is to impart Skill development training to the Persons with Intellectual Disability.
5	Body/bodies which will award the qualification	Skill Council for Persons with Disability (SCPwD)
6	Body which will accredit providers to offer courses leading to the qualification	Skill Council for Persons with Disability (SCPwD)
7	Whether accreditation/affiliation norms are already in place or not, if applicable (if yes, attach a copy)	Yes
8	Occupation(s) to which the qualification gives access	Food & Beverage Service Associate
9	Job description of the occupation	The individual greets, seats and serves the guests. The individual also works in different service areas like in-room dining (IRD), buffet, and conferences.
10	Licensing requirements	No
11	Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)	N/A
12	Level of the qualification in the NSQF	2
13	Anticipated volume of training/learning required to complete the qualification	690 hrs. of training (Theory: 150, Practical: 330 and OJT: 210)
14	Indicative list of training tools required to deliver this qualification	Headphone, Personal Digital Assistant and Touch Screen, Alternative Keyboards, Word Predictor, 'Me' Book, Flash/Picture Cards

15	Entry requirements and/or recommendations and minimum age	Basic Literacy, 18 years (Vocational Assessment and Programming System (VAPS) for Candidates with ID- Attached)		
16	Progression from the qualification (Please show Professional and academic progression)	Food and Beverage Service Trainee THC/Q0209- Level 3		
17	Arrangements for the Recognition of Prior learning (RPL)	RPL assessment will be as per defined SCPwD assessment process.		
18	International comparability where known (research evidence to be provided)	To be established		
19	Date of planned review of the qualification	3 years from NSQC approval		
20	Formal Structure of the Qualification Mandatory Components			
	Title of the unit or other component (Include any identification code used)	Mandatory/ Optional	Estimated Size (Learning Hrs.)	Level
(i)	Personal Adequacy, Social Behaviour and Communication (Bridge Module -PwD)	Mandatory	90	
(ii)	Work Related Skills (Bridge Module -PwD)	Mandatory	120	
(iii)	(Bridge Module): Tourism and Hospitality Industry –An Introduction	Mandatory	4	2
(iv)	PWD/N7301: Receive and serve the guests efficiently	Mandatory	27	2
(v)	PWD/N7302: Perform different service operations	Mandatory	67	2
(vi)	PWD/N7303: Perform buffet set-up and clearance	Mandatory	60	2
(vii)	PWD/N9901: Follow health, safety and hygiene practices	Mandatory	76	2
(viii)	PWD/N9903: Communicate with others effectively	Mandatory	36	2
	Total (A)		480	
	On the Job Training (B)	Mandatory	210	
	Total (A+ B)		690	

SECTION 1
ASSESSMENT

<p>21</p>	<p>Name of Assessment Agency (AA):</p> <p>If there will be more than one Assessment Agency for this qualification, give details.</p> <ul style="list-style-type: none">• Induslynk Training Services Pvt. Ltd. (Mercer - Mettl),• Skills Mantra Edu-Tech Consulting India Pvt. Ltd,• IRIS Corporate Solutions Private Limited <p>The list of Assessment Agencies is not limited to above and can extend basis their empanelment with SCPwD and having certified Assessor for the Job role from THSC as well as SCPwD.</p>
<p>22</p>	<p>How will RPL assessment be managed and who will carry it out?</p> <p>RPL will be based on the same approved Qualification Pack and Assessment Criteria mentioned in the Qualification Pack and will be carried out as per normal SCPwD assessment process. The Training Partner or any other authority as prescribed by the Steering Committee will identify and counsel candidates eligible for RPL through mobilization camps and advertisements. The mobilized candidates can be counselled, oriented about the standardized NSQF framework and basis their existing competency will be mapped against the suitable level of the concerned Job role for assessments. The candidates enrolled will be assessed by the Assessment Agency affiliated with the Skill Council for Persons with Disability (SCPwD) on the basis of assessment criteria decided by SCPwD. The candidate will need to pass the minimum assessment criteria of a particular QP decided by the SSC. Successfully assessed candidates with a valid Aadhaar or alternate ID (as per process) will be eligible for QP-NOS based Certification.</p>

23 ASSESSMENT PROCESS

A robust technology enabled assessment methodology has been designed keeping in mind the geographical/Physical constraints and target segment which assess a trainee's knowledge and skill set through three methods:

- a. An offline Tablet based test through the use of Multiple-Choice Text and Picture based questions (in line with requirement) in English/Hindi and vernacular languages
- b. Actual demonstration

Assessment Strategy of SCPwD

Criteria for assessment of each Qualification Pack will be created by the Skill Council for Persons with Disability (SCPwD). Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.

The assessment for the theory part will be based on the knowledge bank of questions created by the SCPwD.

Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training centre.

Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training centre based on these criteria.

To pass the Qualification Pack assessment, every trainee should score a minimum of 50% of aggregate marks to successfully clear the assessment.

Minimum Aggregate Passing % at QP Level: 50

Pre-Assessment Phase-

1. Batch allocated to the Assessment Agency by SCPwD through Portal/ Email.
2. Assessment Agency to connect with Training Provider and communicate/confirm the date of assessment through email.
3. Assessment Agency to share requisite lab infrastructure & checklist with TP and discuss about the availability through email.
4. Assessment Agency aligns the Assessor for the assessment (Assessor should be Dual Certified by THSC as well as SCPwD, and the certification should be valid).
5. Prepare the Assessment link, formats and share with the Assessor over an email.
6. Share the Assessment demo link with the Training Partner over an email.

Assessment Phase-

1. The Assessor verifies the identity and disability through Aadhar Card and Disability Certificate and reports to SCPwD in-case of any discrepancy [*In case of J&K and NE Voter ID & Pan Card also allowed for Candidates Identification*].
2. The candidates are briefed on the assessment process (Prior to starting of the assessment).
3. The Assessor verifies the lab equipment and reports to SCPwD in-case of any variance.
4. Post validation of photo Id proof for each candidate, attendance of candidate is captured according to the scheme's requirement. i.e., under PMKVY, attendance of the candidates is captured through Aadhar Enabled Assessor Application, however, under other schemes candidates sign the attendance sheet.
5. The candidates attempt the assessment on TAB/Computer System.
6. The Assessor takes the photos and videos of respective activities and completes the documentation formalities.

Post Assessment Phase-

1. The Assessment Agency prepares the result based on responses captured in the server.
2. The Assessment Agency shares the result with SCPwD in the prescribed format. Guidelines for Assessment of Persons with Intellectual Disability are appended in 'Annexure 1.'

ASSESSMENT EVIDENCE

Complete a grid for each component as listed in “Formal structure of the qualification” in the Summary.

NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – i.e. Learning Outcomes to be assessed, assessment criteria and the means of assessment.

24. Assessment evidences

Title of Component:

Outcomes to be assessed/NO Ss to be assessed	Assessment criteria for the outcome	Total Marks	Out of	Theory	Practical	Project	Viva
PWD/N7301: Receive and Serve the Guests Efficiently	PC1. . greet guests using appropriate titles and terms of respect and offer them comfortable seating area	25	4	2	2		
	PC2. ensure to offer the services to the client as per SOP (pre meal services such as water, welcome drink and snacks etc. and menu card)		4	1	3		
	PC3. maintain appropriate body posture while interacting with and serving the guests.		5	2	3		
	PC4. inform supervisor/ colleague if there are specific requirements from the guests.		2		2		
	PC5. attend to the client in a courteous and hospitable manner.		2		2		
	PC6. provide assistance with a sincere attitude.		2		2		
	PC7. use standard phrases in appropriate situations.		4	2	2		
	PC8. avoid interrupting the guests while they talk.		2		2		

NSQF Qualification File
Approved in 17th NSQC – 31st March, 2022

PWD/N7302: Perform Different Service Operations	PC1. set the table with linens, tableware and glasses and cutlery.	50	5	2	3		
	PC2. arrange essentials such as papernapkins, ketchup, pickle, salt and pepper, etc. properly on the table		5	2	3		
	PC3. set up and check the sidestation with essential equipment's for smooth service		2		2		

<p>PC4. set up trolley with essential equipment</p>	2	2		
<p>PC5. arrange tea/ coffee and snacks for tea breaks</p>	2	2		
<p>PC6. ensure the availability of conference pad and pens etc. if required</p>	2	2		
<p>PC7. set up IRD trolley with IRD tray, cutlery, etc. as per the order under supervision.</p>	6	2	4	
<p>PC8. ensure delivery of food and beverage as per the requirement of the guest</p>	2	2		
<p>PC9. ensure the cleanliness of the food service area such as dining tables, sideboards, trolleys, counters, etc. as per the organizational standards.</p>	2	2		
<p>PC10. ensure that service equipment (glasses, platters, bowls, etc.) is clean, functional, free of damage and located where it should be.</p>	4	2	2	
<p>PC11. check if there is sufficient stock of service ready clean and damage free items such as salver, service spoons, bread basket, tongs</p>	2	2		
<p>PC12. ensure that dining furniture, table linen and table items are undamaged and properly polished.</p>	2	2		
<p>PC13. check the menus and promotional items for cleanliness.</p>	2	2		
<p>PC14. ensure the cleanliness of IRD tray, trolley, and side station.</p>	2	2		
<p>PC15. clean and rearrange the tables when the guest has left.</p>	4	2	2	

	PC16. ensure plates are removed without disturbing guests when they finish an item.			2		
	PC17. send plate, cutlery, crockery and glassware for cleaning.			2		
	PC18. dispose-off broken, cracked items and other waste if required.	2		2		

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NSQF Qualification File
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PWD/N7303: Perform Buffet Set-	PC1. layout buffet table as per instructions.	50	7	2	5		
up and Clearance							
	PC2. wipe crockery, cutlery and glass as per Standard Operating Procedure (SOP).		6	1	5		
	PC3. ensure cleanliness at the buffet counter.		5	2	3		
	PC4. refill the water in the buffet chafing dish and ice cream on ice counter.		3		3		
	PC5. place the salad stand on the salad counter.		3		3		
	PC6. place accessories at buffet counter as per Standard Operating Procedure (SOP).		2		2		
	PC7. pick up the dishes from the kitchen on the instruction of a supervisor.		5	2	3		
	PC8. switch the induction on/off as per the instruction from supervisor.		2		2		
	PC9. place buffet signs 10 minutes before the out time.		1		1		
	PC10. place dishes in their respective areas and open all the food pan cover/lid.		4	1	3		
	PC11. remove all name		2		2		

NSQF Qualification File
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	tags						
	from the buffet counter.						
	PC12. remove dishes from		2		2		
	the counter.						
	PC13. place all the food		3		3		
	pans, wiping sheets, bread						
	and butter plates in the washing area.						
	PC14. clean buffet counter		5	2	3		
	as per Standard Operating Procedure (SOP).						
PWD/N9901: Follow health,	PC 1. wash and sanitize hands at regular intervals	50	6	2	4		

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safety and hygiene practices	using hand wash and alcohol-based sanitizers					
	PC 2. clean the workplace	3	1	2		
	with an appropriate cleaning					
	solution and disinfectants as					
	recommended					
	PC 3. sanitize all tools and	3	1	2		
	equipment requiring touch					
	points at regular intervals					
	PC 4. ensure that the trashcans are cleared regularly following the cleanliness and maintenance schedule	1	1			
	PC 5. use appropriate Personal Protective Equipment (headwear, glasses, goggles, footwear etc.) considering the task to be performed and the working environment	3	1	2		
	PC 6. regularly, wearing clean clothes, following a healthy diet etc.	2	2			
	PC 7. attend regular health	2		2		
	check-ups organized by the					
	management					
	PC 8. report personal health	3	1	2		
	issues related to injury, food,					
	air and infectious disease					
	PC 9. report to the	3	1	2		
	concerned authority in					

	case					
	any coworker is unwell					
	PC 10. follow safety	3	1	2		
	procedures while					
	handling					
	materials, tools,					
	equipment					
	etc.					
	PC 11. follow first aid	3	1	2		
	procedures appropriately					
	PC 12. identify hazards	3	1	2		
	at					
	the workplace and report					
	to					

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	the concerned person in time						
	PC 13. identify and segregate recyclable, nonrecyclable and hazardous waste at workplace		2	2			
	PC 14. segregate waste into different colored dustbins		2		2		
	PC 15. recycle waste wherever applicable		3	1	2		
	PC 16. dispose off the waste as per the prescribed standards		4	2	2		
	PC 17. dispose off PPEs in a plastic bag, sealed and labelled as infectious waste		4	2	2		
PWD/N9903: Communicate effectively with others	PC 1. follow job order and instructions received from reporting superior	25	2	1	1		
	PC 2. deliver quality work and report reasons for delay		2		2		
	PC 3. escalate unresolved problems or complaints to the relevant senior		3	1	2		
	PC 4. incorporate feedback to improve the performance		2		2		
	PC 5. trust, support and respect to colleagues and superiors		2	1	1		
	PC 6. seek assistance from colleagues and superior when required		3	2	1		

<p>PC 7. follow workplace etiquette while interacting with colleagues and superiors e.g., polite language, disciplined</p>	4	2	2		
<p>PC 8. help the colleagues if required</p>	1		1		

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	PC 9. use inclusive language (verbal, non- verbal and written) that is gender, disability and culturally sensitive		4	2	2		
	PC 10. report incidents of harassment and discrimination to appropriate authority		2	2			
Pass/Fail Minimum of 50% of aggregate marks - Passing criteria							

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SECTION 2 – EVIDENCE OF LEVEL

Name of Qualification:			NSQF LEVEL:
NSQF Domain	Outcomes of the qualification	How the outcomes are related to the NSQF Level descriptors	NSQF Level
Process	<p>Manipulate various crockery and food appropriately and hygienically</p> <p>Adopt methods and techniques for setting and clearing the buffet</p> <p>Prepare the service area</p> <p>Carry out In-room dining services</p> <p>Set up the conference and meeting area</p>	<p>The job holder will be required to choose appropriate tools, equipment, procedures as per the requirement of the job.</p>	2
Professional knowledge	<p>Various types of equipment, appliances and tools used in a restaurant</p> <p>Various linen used in a restaurant</p> <p>Various types of meals</p> <p>Types of alcoholic and non-alcoholic beverages</p> <p>Different types of flavours</p> <p>Check stock</p>	<p>The job holder should be able to serve different foods and beverages in accordance with time and demand.</p>	2
Professional skill	<p>Receive the guests, seating at the table, offer pre meal services</p> <p>Work effectively with colleagues and supervisors</p>	<p>The job holder is expected to recall and demonstrate practical skill which is routine and repetitive in nature and apply it appropriately in</p>	2

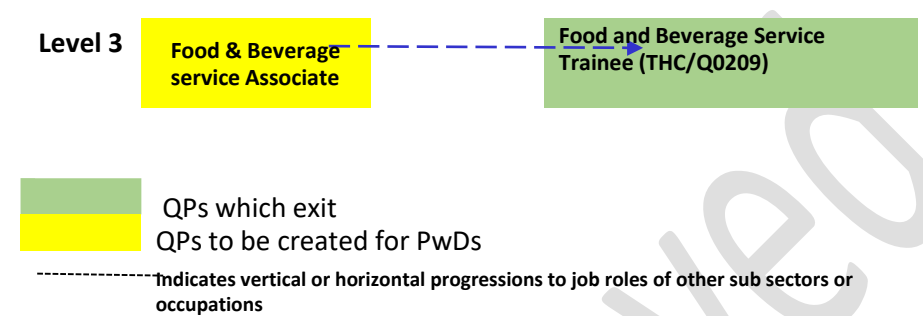
	<p>Maintain personal hygiene</p> <p>Practice inclusion at work</p> <p>Administer appropriate safety and emergency procedures</p>	<p>restaurant.</p> <p>They should work effectively with colleagues and supervisors.</p>	
Core skill	<p>Maintain the tools and equipment</p> <p>Perform clearance activities</p>	<p>The job holder should know how to maintain various tools and equipments used and how to perform clearance activities</p>	2
Responsibility	<p>Take responsibility for his/her own work and learning.</p> <p>Check availability of all tools and equipment required for various services.</p>	<p>The role holder is required to perform the work as per specifications and time. They are responsible for their own quality work and learning to ensure the conformance of given job requirements.</p>	2

SECTION 3- EVIDENCE OF NEED

<p>24</p>	<p>What evidence is there that the qualification is needed?</p> <p>The RPwD act identifies 21 benchmark Disabilities. Based on Census 2011, 6 % of the disabled population fall under the category of Intellectual Disabilities. In order to cater to the employment opportunities for the Adults with Intellectual Disability, keeping in view the demand from the Industry, the Job role has been developed.</p>
<p>25</p>	<p>What is the estimated uptake of this qualification and what is the basis of this estimate?</p> <p>As per the Census 2011, In India out of the 121 Cr population, 2.68 Cr persons are 'disabled' which is 2.21% of the total population. Of the total disabled population, nearly 56% (1.50 Cr) are Male and 44% (1.18 Cr) are Female Divyangjan in the Country.</p> <p>Further, of the Total Population of Divyangjan, nearly 69% (1.85 Cr) reside in Rural India and 31% (0.83 Cr) in urban India. Nearly 55% (1.46 Cr.) of the total population (2.68 Cr) of Divyangjan in India are literates and of this total literate, 62% (0.91 Cr) are Male and 38% (0.55Cr) Female Divyangjan.</p> <p>Among the total disabled population, nearly 6% of the people have Intellectual Disability. There is a lack of data on Intellectual Disability which makes it really difficult to estimate on how many, among this 6% population, are employed/unemployed, literate/illiterate and soon.</p> <p>With the RPwD Act 2016, there is an estimated 3 folds increase in the total disabled population which will correspondingly increase percentage of the Persons with Intellectual Disability. The qualification has been created with an intention to reach out to the smallest segment of this population, so that no one is deprived of the employment opportunities for lack of Courses. During the development of this Qualification views and validations of the Sector experts as well as Industry partners have been sought. A review of the qualification will be done after 3 years on the Next review.</p>
<p>26</p>	<p>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences</p> <p>Attached in the folder</p>
<p>27</p>	<p>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</p> <p>Non duplication has been ensured by the SCPwD. This is unique and very first qualification created for Persons with Intellectual</p>

	Disability in the Skill space.
28	<p>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here</p> <p>The Qualification Pack of Food & Beverage Service Associate was created to cater to the employment opportunities for the Adults with Intellectual Disability and keeping in view the demand from the industry. SCPwD develops disability specific Expository which contains expounded information on tools/technology /assistive devise for specific disability. The Expository for Intellectual Disability has been created by SCPwD. The QP is revised at frequent intervals by SCPwD, to capture updates in the sector. Similarly, Expository is also reviewed and revised to capture updates on any further development /innovations in the specific disability for facilitating the trainers as well as the assessors in addition to the learners.</p>

SECTION 4- EVIDENCE OF PROGRESSION

30	<p>What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector? Show the career map here to reflect the clear progression</p>  <p>Level 3</p> <p>Food & Beverage service Associate</p> <p>Food and Beverage Service Trainee (THC/Q0209)</p> <p>QPs which exit</p> <p>QPs to be created for PwDs</p> <p>Indicates vertical or horizontal progressions to job roles of other sub sectors or occupations</p>
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Annexure 1: Guidelines for the assessment of Persons with Intellectual Disability

Common guidelines for assessment of Trainees from all the categories of Disability

- Validate the type of Disability of the candidate along with the original Disability Certificate (Please note: In PMKVY, the batch should not have the candidates with Multiple Disabilities and the Disability type should be same as provided in SDMS).
- Do ask questions openly. Do not assume anything. For example, ask your trainees with disability if they need any change in the kind of assessment set up provided.
- Be prepared to make your assessments person-specific including the practical part too without compromising on the criteria set up by the Domain SSC.
- Provide the candidate with the desired assistive devices which may vary from candidate to candidate.
- Do understand that every trainee with disability has a journey. He/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disability to go through the same processes with the same rigour as your trainees without disability.
- Remember that your trainees with disability are going to work with persons without disability. Pitying, belittling or lowering the standards would defeat the purpose.
- An extension of 20 minutes per hour is recommended. This can be further increased as per circumstances/ requirement of the candidate (for details please refer to the Examination Guideline developed by MSJE).
- Services of scribe/ writer/ reader/ lab assistant should be allowed to any person who has Disability of 40% or more if so desired by the person.
- General comfort of the candidate should be kept in view inside the assessment room.
- Follow the health/ safety guidelines if any issued by the authorities.

Specific Guidelines

- The presence of an individual for assisting the candidate during the assessment is permissible.
- Rapport should be established with the candidates as Persons with Intellectual Disability take time to interact with a new person.
- Candidates should be familiarized with the digital tool and its operation so that the problems related to understanding the software/system and its functioning could be eased/ rectified in advance.
- Light in the assessment room should be appropriate.
- An extension of 20 minutes per hour is recommended. This can be further increased as per circumstances/ requirement of the candidate (for details please refer to the
- Examination Guideline developed by MSJE).

- While communicating with the candidates the language used should be simple, short without jargons with visual cues if required, to facilitate comprehension by the candidate.
- Explain the process of assessment before you begin to assess the candidate.
- Questions should be direct and in simple language to facilitate comprehension by the Candidate.
- Questions should focus on the Practical aspects of learning so that responses are more through demonstration of skills acquired than theoretical.
- Speak slowly to the candidate.
- Give pauses frequently while asking questions or giving instructions, in order to avoid mixing up of information and take feedback on candidates' understanding.
- Give the candidates enough time to understand the instructions and to respond.

- Rephrase and repeat questions, if necessary, or give it in writing, if the candidate is able to read.
- Checking for understanding of the candidate is essential. For candidates who can speak in sentences, always ask questions such as: “Can you tell me what I just said?” “Can you tell me what I am going to do next and why?”
- People with limited language ability and understanding rely on familiar routines and environmental cues to understand or anticipate what will happen next. Hence, assessment in familiar setting is recommended.
- Use simple diagrams and gestures to explain a concept if the candidate expresses inability to understand.
- Question paper should have visuals/ pictorial /audio cues for better understanding.
- Question paper should be in English/Hindi or Regional language which is easily understood by the candidate.
- Questions should be Multiple Choice/ Fill in the blanks /True False/Yes No type.
- Candidates with Intellectual Disability should be assessed for each small step involved in a process rather than assessing them for the whole process since remembering the sequence for any activity might be challenging for them.
- The Assessor should connect with the SPOC from the council in case there is any concern related to the candidate/process.

Theory

- Multiple choice (with simple & direct question & visual answer clues)
- Fill in the blanks
- True /False Practical and/or Viva
- The student may be asked to demonstrate the sequence of the task learned.
- They may be asked to arrange the tasks in sequence to perform an activity (using picture/flash cards).
- The option of 5 out of 10 can be provided to the candidate.

Guidelines for the assistance (Caregiver/parent/sibling/therapist/supervisor)

- The individual assisting the candidate with Intellectual Disability during the assessment can be a caregiver/parent/sibling/therapist/supervisor who has not been involved directly in the training of the candidate.
- Only one individual per candidate is allowed to assist the candidate in case of online assessment (i.e. a ratio of 1:1) and for off line assessments the ratio of assistance to no. of students would be based on the batch size.
- The help can only be in terms of assisting the candidate's understanding by verbalizing written instructions or repeating the questions (maximum 3 times/question) and also by recording the response given by the candidate.
- Prompting the candidate will not be permissible.

Annexure 2: Assistive Tools, Trainer Pre-requisites and Break up of proposed extended hours

List of tools/equipment/aids to conduct the training

Any of the following tools may be used during the training of Persons with Intellectual Disability

- Headphone
- Personal Digital Assistant and Touch Screen
- Alternative Keyboards
- Word Predictor
- 'Me' Book
- Flash/Picture cards

Trainer Qualification

Minimum Educational Qualifications: Diploma/ Degree in Special Education In addition to above, Disability specific additional requirement for the trainer

Disability specific Top Up module (ID): The Inclusive Trainer should be certified by SCPwD with minimum accepted score of 80% as per SCPwD guidelines in Disability Specific Top Up training / QP of Trainer-PwD.

Experience: Minimum 2 years' experience in working with Persons with Intellectual Disability as Trainers or Assistant

Training Duration

Break up of pre training/ foundation
course:

S.NO	MODULE	THEORY (hours)	PRACTICAL (hours)	TOTAL (hours)
1	Personal Adequacy, Social Behaviour and Communication (Bridge Module -PwD) covering modules on Personal Adequacy and Sex Education, Awareness of Self and Environment and Social and Communication Skills	10	80	90
2	Work Related Skills (Bridge Module –PwD) covering modules on Cognitive Skills, Socio-Emotional Maturity, Work ethics and Fine motor skills)	20	100	120
GRAND TOTAL		30	180	210

Total **additional hours** recommended by SCPwD are 210.