

QUALIFICATION FILE

Food & Beverage Service Assistant (Divyangjan) - SHI

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☒ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM ☐

NCrF/NSQF Level: 3

Submitted By:

Skill Council for Persons with Disability
501, City Centre, Plot No 5, Sector -12
Dwarka, New Delhi-110076
011 2808 5058-59
info@scpwd.in

Table of Contents

Section 1: Basic Details	3
Section 2: Module Summary	6
NOS/s of Qualifications	6
Mandatory NOS/s	6
Assessment - Minimum Qualifying Percentage	7
Section 3: Training Related	8
Section 4: Assessment Related.....	8
Section 5: Evidence of the need for the Qualification	9
Section 6: Annexure & Supporting Documents Check List	10
Annexure 1: Evidence of Level.....	11
Annexure 2: Tools and Equipment (Lab Set-Up).....	16
Annexure 3: Detailed Assessment Criteria.....	21
Annexure 4: Assessment Strategy	29
Annexure 5: Acronym and Glossary	30

Section 1: Basic Details

1.	Qualification Name	Food & Beverage Service Assistant (Divyangjan) - SHI																												
2.	Sector/s	Persons with Disability																												
3.	Type of Qualification: ☐ New ☒ Revised ☐ Has Electives/Options ☐ OEM	NQR Code & version of existing/previous qualification: QG-03-PWD-01286-2023-V1-SCPWD V1.0	Qualification Name of existing/previous version: Food & Beverage Service Assistant (Divyangjan)																											
4.	a. OEM Name b. Qualification Name (Wherever applicable)	NA																												
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-03-PD-03701-2025-V2-SCPWD	6. NCrF/NSQF Level: 3																											
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other) (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate																												
8.	Brief Description of the Qualification	The individual at work carries out all the back-end activities and assists the food and beverage service team to execute service without any holdups.																												
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>10th Grade pass</td> <td>No experience</td> </tr> <tr> <td>2.</td> <td>Grade 9</td> <td>1.5 year of experience</td> </tr> <tr> <td>3.</td> <td>Grade 8</td> <td>3 year of experience</td> </tr> <tr> <td>4.</td> <td>5th grade pass</td> <td>7.5 year of experience</td> </tr> <tr> <td>5.</td> <td>Previous relevant Qualification of NSQF Level 2</td> <td>3-year relevant Experience</td> </tr> <tr> <td>6.</td> <td>9th Grade pass</td> <td>No experience in addition to Notional Hours, OJT of 6 months</td> </tr> <tr> <td>7.</td> <td>8th grade pass with</td> <td>No experience- in addition to Notional Hours, OJT of 12 months</td> </tr> <tr> <td>8.</td> <td>5th grade pass with</td> <td>No experience- in addition to Notional Hours, OJT of 30 months</td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	10th Grade pass	No experience	2.	Grade 9	1.5 year of experience	3.	Grade 8	3 year of experience	4.	5th grade pass	7.5 year of experience	5.	Previous relevant Qualification of NSQF Level 2	3-year relevant Experience	6.	9th Grade pass	No experience in addition to Notional Hours, OJT of 6 months	7.	8th grade pass with	No experience- in addition to Notional Hours, OJT of 12 months	8.	5th grade pass with	No experience- in addition to Notional Hours, OJT of 30 months
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																												
1.	10th Grade pass	No experience																												
2.	Grade 9	1.5 year of experience																												
3.	Grade 8	3 year of experience																												
4.	5th grade pass	7.5 year of experience																												
5.	Previous relevant Qualification of NSQF Level 2	3-year relevant Experience																												
6.	9th Grade pass	No experience in addition to Notional Hours, OJT of 6 months																												
7.	8th grade pass with	No experience- in addition to Notional Hours, OJT of 12 months																												
8.	5th grade pass with	No experience- in addition to Notional Hours, OJT of 30 months																												

20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	☐ Yes ☒ No	
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools ☐ Yes ☐ No Colleges ☒ Yes ☐ No	
22.	Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Name: Mr. Ravindra Singh Email: ravindra.singh@scpwd.in Contact No.: + 91-011-2808558-59 Website: www.scpwd.in	
23.	Final Approval Date by NSQC: 18.02.2025	24. Validity Duration: 4 Years , one year beyond' the validity of the original qualifications of the domain SSCs	25. Next Review Date : 31-01-2028

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details, refer curriculum document.

Th.-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ T- Ma n.	OJT- Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weighta ge (%) (if applicab le)
1.	Bridge Modules (PWD)	PWD/M/SHI/01 V1.0	Non core	3	-	60	30	0	0	90	-	-	-	-	-	-
2.	Perform Food and Beverage Service Operation	THC/N0316 & v2.0	Core	3	5	60	90	0	00	150	40	40	0	20	100	50
3.	Communicate Effectively and Maintain Service Standards	THC/N9901 & v2.0	Non-Core	3	1	15	15	0	0	30	40	40	0	20	100	20
4.	Maintain Organisational Confidentiality and Respect Customers' Privacy	THC/N9903 v2.0	Non-Core	3	1	15	15	0	0	30	10	10	0	5	25	15
5.	Follow Health, Hygiene and Safety practices	THC/N9906 & v2.0	Non-Core	3	1	15	15	0	0	30	25	35	0	15	75	10

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ T- Ma n.	OJT- Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weighta ge (%) (if applicab le)
6.	Employability Skills for Persons with Disabilities (70 hours)	PWD/N0501 NOS Version 1.0	Non-core	4	2	70	00	NA	00	70	20	30	-	-	50	5
7.	OJT		Core	3	2	-	-	60	-	60	-	-	-	-	-	-
					12	235	165	60	00	460	135	155	0	60	350	100

Assessment - Minimum Qualifying Percentage

Please specify any one of the following:

Minimum Pass Percentage – Aggregate at qualification level: 50 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 50 % (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Diploma / Degree / Postgraduate in Hotel/ Hospitality / QSR with 5 years' experience in the industry and 1 year as a trainer Disability Specific Top Up module: 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. 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.
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	NA
3.	Tools and Equipment Required for the Training	☒ Same as for training ☒ Yes ☐ No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Diploma / Degree / Postgraduate in Hotel/ Hospitality / QSR with 5 years' experience in the industry
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable	NA
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable	NA

4.	Assessment Mode (<i>Specify the assessment mode</i>)	Blended
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☐ Yes ☐ No (<i>details to be provided in Annexure-if it is different for Assessment</i>)

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): No (As per Domain)
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No (As per Domain)
3.	Government /Industry initiatives/ requirement (Yes/No): Yes (As per Domain)
4.	Number of Industry validation provided: N.A
5.	Estimated nos. of persons to be trained and employed:
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If "No", why: Yes

Section 6: Annexure & Supporting Documents Check List*Specify Annexure Name / Supporting document file name*

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors (<i>Mandatory</i>)	Annexure 1-Evidence of level (As per Domain)
2.	Annexure: List of tools and equipment relevant for qualification (<i>Mandatory, except in case of online course</i>)	Annexure 2-Tools and Equipment (As per Domain)
3.	Annexure: Detailed Assessment Criteria (<i>Mandatory</i>)	Annexure 3-Tools and Equipment (As per Domain)
4.	Annexure: Assessment Strategy (<i>Mandatory</i>)	Annexure 4-Tools and Equipment (As per Domain)
5.	Annexure: Blended Learning (<i>Mandatory, in case selected Mode of delivery is “Blended Learning”</i>)	Yes (As per Domain)
6.	Annexure: Multiple Entry-Exit Details (<i>Mandatory, in case qualification has multiple Entry-Exit</i>)	NA
7.	Annexure: Acronym and Glossary (<i>Optional</i>)	Yes (As per Domain)
8.	Supporting Document: Model Curriculum (<i>Mandatory – Public view</i>)	Food & Beverage Service Assistant (Divyangjan) - SHI
9.	Supporting Document: Career Progression (<i>Mandatory – Public view</i>)	Yes (As per Domain) – SCPwD being horizontal follows the same Career Progression
10.	Supporting Document: Occupational Map (<i>Mandatory</i>)	Yes (As per Domain) – SCPwD being horizontal follows the same Occupational Map
11.	Supporting Document: Assessment SOP (<i>Mandatory</i>)	NA
12.	Any other document you wish to submit:	NA

Annexure 1: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Process	Range of knowledge - Standards, policies, and procedures followed in the organization - Serving etiquette as per organizational standard - Table settings procedure - Classification and usage of cutlery, crockery, glassware, and tableware - Different napkin folding techniques - Types and use of service equipment required in the dining area - How to manage resources for smooth operations in the dining area - Interdepartmental relationship matrix in the organization - Food hygiene and safety standards as per FSSAI - Types of table arrangements - Organizational policies on gender sensitive service practices at workplace - Organizational hierarchy and reporting structure - Documentation policy and procedures of the organization	- A Food & Beverage Service Assistant should have a factual and theoretical knowledge in broad context regarding his trade like organisational code of conduct, occupational health and safety requirements, organization's policy, types and use of cleaning agents, procedure and sequence of washing kitchen tools, equipment, and appliances, etc. - Hence Level 3	3

	• Service quality standards as per organizational policies • Complaint handling policy and procedures • SOP on personal hygiene • Procedure of giving and receiving feedback positively • Gender specific requirements of different types of guest • Specific requirements of different age-groups of guests • Age and gender specific etiquette • Key helpline numbers Organizational policy with regards to Persons with disability • Organisation's policies on intellectual property rights and confidential information • IPR infringement reporting procedure • Storage and disposal procedures for confidential information • Importance of maintaining confidentiality for competitiveness of an organisation • Significance of damages resulting from confidentiality infringement • Organisation's policy on reporting and managing safety issues • Procedure to maintain cleanliness standards at workplace • SOP on personal hygiene • Importance of preventive health check-up and healthy living • Procedure to report health issues		
--	--	--	--

	• Instructions for operating and handling equipment as per standard • Purpose and usage of PPE • Basic first-aid procedures • Standard waste management policy		
Professional knowledge	Range of technical skills • Communicate effectively with the guests regarding confidentiality • Resolve conflicts related to confidentiality and privacy by reporting the issue in time • Analyze the impact of not adhering to the health and safety procedures • Read organisational policy documents, information displayed at the workplace, and comments received from guest and supervisor • Resolve conflicts related to confidentiality and privacy by reporting the issue in time • Analyze the impact of not adhering to the health and safety procedures • Read organisational policy documents, information displayed at the workplace, and comments received from guest and supervisor • Communicate effectively with colleagues, superior and guests • Prioritize work to use time and resource efficiently • Maintain intra and inter-departmental relationships	• A Food & Beverage Service Assistant needs to have basic communication skills and follow established service standards, Communication etiquette, etc. of the organization. • Hence Level 3	3

Professional skill	Team readiness & Enterpreurial Readiness - Communicate effectively using appropriate language - Behave politely and appropriately with all - Perform basic calculations - Solve problems effectively - Be careful and attentive at work - Use time effectively - Maintain hygiene and sanitisation to avoid infection	A Food and Beverage Service Assistant should have good oral and writtem communication skills, Intermediate literacy and numeracy skills, basic self-employment/ entrepreneurial Mind-set, etc.	3
Core skill	Carry out Range of tasks and may provide range of solutions - Assist in food and beverage services - Communicate effectively and maintain service standards - Maintain IPR of organisation and guest - Follow Health, Hygiene and Safety practices	- A Food & Beverage Service Assistant is responsible for assisting in food and beverage services which are all routine and predictable tasks and requires limited range of activities. - Hence Level 3	3
Responsibility	Accountable/ responsible - Jr. Technician & Technician - Prepare the table for the guest - Receive the guests - Assist in food & beverage service - Remove dishware and tableware - Communicate effectively with guests, colleagues and superiors - Maintain professional etiquette	- A Food & Beverage Service Assistant is responsible for assisting in preparing table, receiving guests, removing dishware and tableware. All these activities require close supervision of the supervisor though the Food & Beverage Service Assistant has to take some responsibility for his own work. - Hence Level 3	3

	• Provide specific services as per the guests' requirements • Maintain organisational confidentiality • Respect guest's privacy • Maintain personal and workplace hygiene • Take precautionary health measures • Follow standard safety procedure • Follow effective waste management		
--	---	--	--

Annexure 2: Tools and Equipment (Lab Set-Up)**List of Tools and Equipment Batch Size: 30 trainees**

S no	Equipment Name	Minimum number of Equipment required (per batch of 30 trainees)	Unit Type	Is this a mandatory Equipment to be available at the Training Center (Yes/No)
1	Table Napkins	36	No	Yes
2	Dinning Chairs	16	No	Yes
3	Pilsner ; Hi Ball ; Wine Glass ; Tom Collins ; B&B Plate ; Tea Cup ; Dinner Plate 11" ; Dessert Plate 9" ; Tea Saucer ; Soup Bowl ; Soup Bowl 4.5" Chinese; Chutney Bowl Small ; Tea Spoon ; Dessert (Ap) Spoon ; Soup Spoon ; Soup Spoon Chinese ; Dessert (A.P) Fork ; Dessert Knife ;	12	No	Yes
4	Round Service Tray ; Rectangular Service Tray	12	No	Yes
5	Table Cloths	8	No	Yes
6	Finger Bowl Large With Under Liner ; Decanter Large ; Decanter Small ; Service Bowl 1 Port 6 " ; Service Platter 2 Port 12 " ; Cereal Bowl ; Service Bowl 2 Port 7 " ; Table Service Fork ; Tea Set ; Pasta Plate 11 " ; Service Platter 1 Port 10 " ; Water Jug ; Table Service Spoon	6	No	Yes
7	Salt And Pepper Set ; Ash Tray ; Tables	4	No	Yes
8	Entree Dish Round With Lid (2 Portion) ; Tea Strainer	3	No	Yes
9	Entree Dish Round Wiht Lid (1 Portion) ; Sugar Sachet Holder ; Napkin Holder ; Side Station ; Tooth Pick H Older ; POS/ Computer ; Straw Holder	2	No	Yes

10	Reserved ; Oval Platter ; Hostess Desk ; Storage Cabinet	1	Nos	Yes
11	Assistive Aid/Service	1	piece	Yes
12	Ai-Live	1	piece	Yes
13	Captions First	1	piece	Yes
14	Captions 2020	1	piece	Yes
15	Closed Capp	1	piece	Yes
16	Let's Talk	1	piece	Yes
17	LCD TV	1	piece	Yes
18	Visual curricula	1	piece	Yes
19	Computer	1	piece	Yes

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Computer/Laptop
2. Projector
3. Whiteboard
4. Marker
5. Worktable

Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
NA	NA	NA	NA	NA	NA	NA	NA

Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
	300	300	90	90	300	300

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
4.0		147	143	143	104	22	21	21	11	147	143	143	104
-													

Applicable for revised qualifications only, data to be provided year-wise for past 3 years

List Schemes in which the previous version of Qualification was implemented:

1.

Content availability for previous versions of qualifications:

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

Languages in which Content is available: English

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	☐ Theory/ Lectures - Imparting theoretical and conceptual knowledge	NA	NA
2	☐ Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	NA	NA
3	☐ Showing Practical Demonstrations to the learners	NA	NA
4	☐ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	NA	NA
5	☐ Tutorials/ Assignments/ Drill/ Practice	NA	NA
6	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations	NA	NA
7	☐ On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	NA	NA

Annexure 3 : Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
THC/N0316: Perform food and beverage service operation	<i>Prepare the table for the guests</i>	10	10	-	5
	PC1. inspect the table/chair set up in the dining area for cleanliness as per the organizational standards	-	-	-	-
	PC2. arrange the table/chair as per standard layout	-	-	-	-
	PC3. ensure availability of sufficient number of tables and chairs (covers) for reserved guests	-	-	-	-
	PC4. prepare tables by setting up linen, tableware and glasses	-	-	-	-
	PC5. replenish tables with essentials such as napkins, ketchup, salt, and pepper, etc.	-	-	-	-
	PC6. check side-station with sufficient cutlery, crockery, glassware, and service equipment to ensure smooth service	-	-	-	-
	PC7. ensure proper placement of menu cards on each table	-	-	-	-
	PC8. ensure all restaurant mise-en-place is completed in the back area	-	-	-	-
	<i>Receive the guests</i>	-	-	-	-
	PC9. greet the guests as per organizational service policy	10	10	-	5
	PC10. ensure any special needs are taken care of, such as high chairs for children	-	-	-	-
	PC11. facilitate changes in the seating arrangement, if required	-	-	-	-
	PC12. introduce the server to the guests	-	-	-	-
	<i>Assist in food & beverage service</i>	10	10	-	5
	PC13. arrange the necessary cutlery and crockery needed for service	-	-	-	-
	PC14. arrange for special cutlery on the table, if required for any item	-	-	-	-
	PC15. fetch dishes from the kitchen and take dishes to the side station	-	-	-	-
	PC16. check equipment on side station during service and replenish items when necessary to maintain standards of service	-	-	-	-
	PC17. coordinate with kitchen staff, management, and serving staff for seamless service to guests	-	-	-	-
	<i>Remove dishware and tableware</i>	10	10	-	5

	PC18. ensure removal of used dishware and tableware	-	-	-	-
	PC19. take clearances out of the restaurant using a salver/tray	-	-	-	-
	PC20. rearrange the table/chair as per standard policy before the arrival of the next guest	-	-	-	-
	PC21. replenish tableware, napkins, and other essential items for next guests within minimum time	-	-	-	-
	PC22. check cruets and replenish as necessary	-	-	-	-
	PC23. collect soiled linen exchange at the laundry	-	-	-	-
	PC24. inspect the dining and serving area for cleanliness as per organizational policy	-	-	-	-
	Total Marks	40	40	-	20
THC/N9901: Communicate effectively and maintain service standards	<i>Communicate effectively with guests, colleagues and superiors</i>	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 them to improve the guest experience	-	-	-	-
	PC8. escalate any negative feedback received from the guests to immediate reporting authority on high priority	-	-	-	-
	PC9. pass on essential information to the colleagues timely	-	-	-	-
	PC10. report any workplace issues to the superior immediately	-	-	-	-
	<i>Maintain professional etiquette</i>	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 personal hygiene	-	-	-	-
	PC15. respect privacy of others at the workplace	-	-	-	-
	<i>Provide specific services as per the guests' requirements</i>	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	-	-	-	-
	Total Marks	40	40	-	20
THC/N9903: Maintain organisational confidentiality and respect guests' privacy	<i>Maintain organisational confidentiality</i>	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	-	-	-	-
	<i>Respect guest's privacy</i>	4	4	-	2
	PC5. protect personal and financial information of the guest	-	-	-	-
	PC6. refrain self from infringing upon guest's professional deals and plans	-	-	-	-
	Total Marks	10	10	-	5
THC/N9906: Follow Health, Hygiene and Safety practices	<i>Maintain personal and workplace hygiene</i>	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.	-	-	-	-

	<i>Take precautionary health measures</i>	5	5	-	-
	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	-	-	-	-
	<i>Follow standard safety procedure</i>	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	-	-	-	-
	<i>Follow effective waste management</i>	5	10	-	5
	PC15. identify and segregate recyclable, non- recyclable 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	-	-	-	-
	Total Marks	25	35	-	15

PWD/N0501 - Employability Skills for Persons with Disabilities (70 hours)				
<i>Introduction to Employability Skills</i>	2	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC3. recognize 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.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	3	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice 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	-	-	-	-
<i>Basic English Skills</i>	6	9	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-

<i>Communication Skills</i>	4	6	-	-
PC10. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC11. recognize how to eliminate barriers to effective communication	-	-	-	-
PC12. work collaboratively with others in a team	-	-	-	-
<i>Essential Digital Skills</i>	4	6	-	-
PC13. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC14. use e- mail and social media platforms, search engines and virtual collaboration tools to work effectively	-	-	-	-
PC15. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
PC16. identify popular sites for learning & career growth	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC17. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC18. explain business benefits of inclusive workplace	-	-	-	-
PC19. identify common barriers to Diversity & Inclusion	-	-	-	-
PC20. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	4	-	-
PC21. select financial institutions, products, and services as per requirement	-	-	-	-

PC22. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC23. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC24. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Career Development & Goal Setting</i>	4	6	-	-
PC25. understand the difference between job and career	-	-	-	-
PC26. prepare a career development plan with short- and long-term goals, based on aptitude, interest & explain steps involved in conducting a market scan	-	-	-	-
<i>Customer Service</i>	4	6	-	-
PC27. identify different types of customers	-	-	-	-
PC28. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC29. Elaborate types and importance of closing techniques during customer interface	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	4	6	-	-
PC30. follow appropriate hygiene and grooming standards	-	-	-	-
PC31. identify four stages of action to prepare for employment	-	-	-	-
PC32. identify common workplace solutions for better output	-	-	-	-
PC33. create a professional Curriculum vitae (Résumé)	-	-	-	-

PC34. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC35. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC36. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC37. evaluate failures and rejections for future opportunities	-	-	-	-
PC38. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<i>Disability Specific Skills</i>	4	6	-	-
PC39. identify the requirements and challenges of employment in terms of one's limitations and strengths	-	-	-	-
PC40. apply four stages of action for employment	-	-	-	-
PC41. apply solutions for challenges associated with one's disability at workplace	-	-	-	-
PC42. discuss significance of workplace challenges for the Persons with Disability	-	-	-	-
PC43. describe importance and impact of independent functioning for a person with disability at home, work place or community at large	-	-	-	-
PC44. illustrate skills like independent mobility, note taking and communication.	-	-	-	-
PC45. discuss ways to break barriers with colleagues owing to one's disability	-	-	-	-
PC46. use positive language to communicate about one's disability and possible intervention	-	-	-	-
<i>Entrepreneurship</i>	2	4	-	-

PC47. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC48. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC49. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
NOS Total	40	60	-	-

Annexure 4: Assessment Strategy

Assessment Strategy of SCPwD

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 the Domain SSC 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 prescribe

Annexure 5: Acronym and Glossary

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training
SOP	Technical and Vocational Education and Training
OH&S	Occupational Health and Safety
PPE	Personal Protective Equipment
HACCP	Hazard Analysis and Critical Control Points
FSSAI	Food Safety and Standards Authority of India
ISO	International Standards Organization
IPR	Intellectual Property Rights
WHO	World Health Organization

Glossary

Term	Description
Declarative Knowledge	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).
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.
National Occupational Standard	National Occupational Standard specify the standard of performance an individual must achieve when carrying out a function in the workplace
Persons With Disability	Persons with Disability are those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.
Integrated Development Environment	An integrated development environment is a software application that provides comprehensive facilities to computer programmers for software development.