

## QUALIFICATION FILE

**Assistant Baking Technician (Divyangjan) )- Visual Impairment (VI - Blindness & Low Vision)**

- ☒ 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

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**Section 1: Basic Details**

| 1.     | <b>Qualification Name</b>                                                                                                                                                                | Assistant Baking Technician (Divyangjan) )- Visual Impairment (VI - Blindness & Low Vision)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------|--------------------------------------------------------------------|-----------------------------------------------------------|----|--------------------|---------------|----|----------------|-----------------------------------------------------|----|---------------------------------------------------|-------------------------------------------|----|-------------------------------------------------|-------------------------------------------|----|----------------|----------------------------------------------------------------|----|---------------------------------------------------|---------------------------------------------------------------|----|-------------------------------------------------|----------------------------------------------------------------|
| 2.     | <b>Sector/s</b>                                                                                                                                                                          | Persons with Disability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 3.     | <b>Type of Qualification:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised<br><input type="checkbox"/> Has Electives/Options<br><input type="checkbox"/> OEM | <b>NQR Code &amp; version of existing/previous qualification:</b> N.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Qualification Name of existing/previous version:</b> N.A |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 4.     | a. OEM Name<br>b. Qualification Name<br>(Wherever applicable)                                                                                                                            | NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 5.     | <b>National Qualification Register (NQR) Code &amp;Version</b><br>(Will be issued after NSQC approval)                                                                                   | QG-03-PD-04274-2025-V1-SCPWD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>6. NCrF/NSQF Level:</b> 3                                |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 7.     | <b>Award (Certificate/Diploma/Advance Diploma/ Any Other</b><br>(Wherever applicable specify multiple entry/exits also & provide details in annexure)                                    | Certificate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 8.     | <b>Brief Description of the Qualification</b>                                                                                                                                            | An Assistant Baking Technician is responsible for baking products, maintaining their consistency and quality, while meeting defined SOPs and leveraging his/ her skill to operate ovens in synchronization with the proof box/ rest of the plant/ unit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 9.     | <b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>                                                                                                               | <b>a. Entry Qualification &amp; Relevant Experience:</b> <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 or Equivalent</td> <td>No experience</td> </tr> <tr> <td>2.</td> <td>8th grade pass</td> <td>3 years of relevant experience in the Food Industry</td> </tr> <tr> <td>3.</td> <td>Previous Relevant Qualification of NSQF Level 2.5</td> <td>1.5 years experience in the Food industry</td> </tr> <tr> <td>4.</td> <td>Previous Relevant Qualification of NSQF Level 2</td> <td>3 years experience - in the Food industry</td> </tr> <tr> <td>5.</td> <td>8th grade pass</td> <td>No experience- in addition to Notional Hours, OJT of 12 months</td> </tr> <tr> <td>6.</td> <td>Previous Relevant Qualification of NSQF Level 2.5</td> <td>No experience- in addition to Notional Hours, OJT of 6 months</td> </tr> <tr> <td>7.</td> <td>Previous Relevant Qualification of NSQF Level 2</td> <td>No experience- in addition to Notional Hours, OJT of 12 months</td> </tr> </tbody> </table> |                                                             | S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | 1. | 10th or Equivalent | No experience | 2. | 8th grade pass | 3 years of relevant experience in the Food Industry | 3. | Previous Relevant Qualification of NSQF Level 2.5 | 1.5 years experience in the Food industry | 4. | Previous Relevant Qualification of NSQF Level 2 | 3 years experience - in the Food industry | 5. | 8th grade pass | No experience- in addition to Notional Hours, OJT of 12 months | 6. | Previous Relevant Qualification of NSQF Level 2.5 | No experience- in addition to Notional Hours, OJT of 6 months | 7. | Previous Relevant Qualification of NSQF Level 2 | No experience- in addition to Notional Hours, OJT of 12 months |
| S. No. | Academic/Skill Qualification (with Specialization - if applicable)                                                                                                                       | Required Experience (with Specialization - if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 1.     | 10th or Equivalent                                                                                                                                                                       | No experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 2.     | 8th grade pass                                                                                                                                                                           | 3 years of relevant experience in the Food Industry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 3.     | Previous Relevant Qualification of NSQF Level 2.5                                                                                                                                        | 1.5 years experience in the Food industry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 4.     | Previous Relevant Qualification of NSQF Level 2                                                                                                                                          | 3 years experience - in the Food industry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 5.     | 8th grade pass                                                                                                                                                                           | No experience- in addition to Notional Hours, OJT of 12 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 6.     | Previous Relevant Qualification of NSQF Level 2.5                                                                                                                                        | No experience- in addition to Notional Hours, OJT of 6 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |
| 7.     | Previous Relevant Qualification of NSQF Level 2                                                                                                                                          | No experience- in addition to Notional Hours, OJT of 12 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                             |        |                                                                    |                                                           |    |                    |               |    |                |                                                     |    |                                                   |                                           |    |                                                 |                                           |    |                |                                                                |    |                                                   |                                                               |    |                                                 |                                                                |

|                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                      |                   |                      |                       |                         |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------|----------------------|-----------------------|-------------------------|---------------|
| 10. Credits Assigned to this Qualification, Subject to Assessment<br>(as per National Credit Framework (NCrF))                                                   | 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 11. Common Cost Norm Category (I/II/III)<br>(wherever applicable)- I |                   |                      |                       |                         |               |
| 12. Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)                                                              | NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                      |                   |                      |                       |                         |               |
| 13. Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification) | <input type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                      |                   |                      |                       |                         |               |
|                                                                                                                                                                  | Training Delivery Modes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Theory (Hours)                                                       | Practical (Hours) | Employability Skills | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) |
|                                                                                                                                                                  | Classroom (online)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 90                                                                   | -                 | 70                   |                       | -                       | 510           |
|                                                                                                                                                                  | Offline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | -                                                                    | 290               | -                    | 60                    | -                       |               |
| 14. Aligned to NCO/ISCO Code/s (if no code is available mention the same)                                                                                        | NCO-2015/7512.0100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                      |                   |                      |                       |                         |               |
| 15. Progression path after attaining the qualification (Please show Professional and Academic progression)                                                       | Baking Technician → Plant Biscuit Production Specialist                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                      |                   |                      |                       |                         |               |
| 16. Other Indian languages in which the Qualification & Model Curriculum are being submitted                                                                     | English & Hindi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                      |                   |                      |                       |                         |               |
| 17. Is similar Qualification(s) available on NQR-if yes, justification for this qualification                                                                    | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications: Non duplication has been ensured by the Domain SSC.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                      |                   |                      |                       |                         |               |
| 18. Is the Job Role Amenable to Persons with Disability                                                                                                          | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If "Yes", specify applicable type of Disability: Blindness/ Visual Impairment(VI)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                      |                   |                      |                       |                         |               |
| 19. How Participation of Women will be Encouraged                                                                                                                | Involvement of Women with disabilities in learning skills is not just about addressing their needs; it's about recognizing their potential, strengths and contributions to the Society. The Council endeavors to create safe & collaborative inclusive learning environments which can address their unique challenges and needs. Counselling support is provided so that they can set their own goals, make preferences and participate in learning like their male counterparts. The staff of such organizations is sensitized to the needs of the women with disabilities as they face dual challenges-of gender bias in addition to their disability. |                                                                      |                   |                      |                       |                         |               |
| 20. Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)                                                            | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                      |                   |                      |                       |                         |               |
| 21. Is Qualification Suitable to be Offered in Schools/Colleges                                                                                                  | Schools <input type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                      |                   |                      |                       |                         |               |
| 22. Name and Contact Details of Submitting / Awarding Body SPOC                                                                                                  | Name: Mr. Ravindra Singh<br>Email: <a href="mailto:ravindra.singh@scpwd.in">ravindra.singh@scpwd.in</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                      |                   |                      |                       |                         |               |

|            |                                                                                    |                                                                                                                           |                                          |
|------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
|            | <i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i> | <b>Contact No.:</b> + 91-011-2808558-59<br><b>Website:</b> www.scpwd.in                                                   |                                          |
| <b>23.</b> | <b>Final Approval Date by NSQC: 08.05.2025</b>                                     | <b>24. Validity Duration: 4 Years</b> , , one year beyond' the validity of the original qualifications of the domain SSCs | <b>25. Next Review Date : 26-08-2028</b> |

## Section 2: Module Summary

### NOS/s of Qualifications

#### 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/NQF Level | Credits as per NCrF | Training Duration (Hours) |            |           |          |            | Assessment Marks |            |          |           |            |                               |
|------------------------------------------|---------------------------------------------------------------|-------------------------------------------|---------------|----------------|---------------------|---------------------------|------------|-----------|----------|------------|------------------|------------|----------|-----------|------------|-------------------------------|
|                                          |                                                               |                                           |               |                |                     | Th.                       | Pr.        | OJT-Man.  | OJT-Rec. | Total      | Th.              | Pr.        | Proj.    | Viva      | Total      | Weightage (%) (if applicable) |
| 1.                                       | Bridge Module (PwD)                                           | PWD/M/VI/03 V1.0                          | Noncore       | 3              | -                   | 30                        | 90         | -         | -        | 120        | -                | -          | -        | -         | -          | -                             |
| 2.                                       | Prepare for production                                        | FIC/N9026 (NOS Version 1.0)               | Noncore       | 3              | 2                   | 20                        | 55         | -         | -        | 75         | 25               | 60         | -        | 15        | 100        | 30                            |
| 3.                                       | Bake products in the oven                                     | FIC/5019 (NOS Version 2.0)                | Core          | 3              | 4                   | 30                        | 120        | -         | -        | 150        | 28               | 52         | -        | 20        | 100        | 30                            |
| 4.                                       | Apply food safety guidelines in Food Processing               | FIC/N9906 (NOS Version 1.0)               | Noncore       | 3              | 1                   | 10                        | 25         | -         | -        | 35         | 30               | 60         | -        | 10        | 100        | 20                            |
| 6.                                       | Employability Skills for Persons with Disabilities (70 hours) | PWD/N0501 V1.0                            | Non-core      | 4              | 2                   | 70                        | -          | -         | -        | 70         | 40               | 60         | -        | -         | 100        | 10                            |
| 7.                                       | OJT                                                           | -                                         | -             |                | 2                   | -                         | -          | 60        | -        | 60         |                  |            |          |           |            |                               |
| <b>Duration (in Hours) / Total Marks</b> |                                                               |                                           |               |                |                     | <b>160</b>                | <b>290</b> | <b>60</b> | <b>-</b> | <b>510</b> | <b>123</b>       | <b>232</b> | <b>-</b> | <b>45</b> | <b>400</b> | <b>100</b>                    |

### 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. | <b>Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)        | <p>Diploma in Food Tech or Food Engineering with 4 years Bakery industry experience and 1 year Training of baking technicians<br/> B.Sc./B. Tech/BE in Food Technology or Food Engineering with 2 years Bakery industry experience and 1 year Training of baking technicians<br/> M.Sc./M. Tech/ME in Food Technology or Food Engineering with 1 year Bakery industry experience and 1 year Training of baking technicians.</p> <p><b>Disability Specific Top-up Module</b>-The Inclusive Trainer should be certified by SCPwD with minimum qualifying score of 80% as per SCPwD guidelines in Disability Specific Top-up Training / QP of Trainer-PwD. A Diploma in Computer Education (Visual Impairment)-D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred..</p> |
| 2. | <b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines) | <p>Diploma in Food Tech or Food Engineering with 5 years Bakery industry experience and 1 year Training of baking technicians<br/> B.Sc./B. Tech/BE in Food Technology or Food Engineering with 3 years Bakery industry experience and 1 year Training of baking technicians<br/> M.Sc./M. Tech/ME in Food Technology or Food Engineering with 2 years Bakery industry experience and 1 year Training of baking technicians</p>                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3. | <b>Tools and Equipment Required for the Training</b>                                                             | <input checked="" type="checkbox"/> Same as for training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 4. | <b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>                          | NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

**Section 4: Assessment Related**

|    |                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>                                    | Diploma in Food Tech or Food Engineering with 4 years of Bakery industry experience and 1 year Assessment of baking technicians<br>B.Sc./B. Tech/BE in Food Technology or Food Engineering with 2 years Bakery industry experience and 1 year Assessment of baking technicians<br>M.Sc./M. Tech/ME in Food Technology or Food Engineering with 1 year Bakery industry experience and 1 year Assessment of baking technicians |
| 2. | <b>Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable</b>                 | NA                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3. | <b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable</b> | NA                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4. | <b>Assessment Mode (Specify the assessment mode)</b>                                                                                      | Offline/Online                                                                                                                                                                                                                                                                                                                                                                                                               |
| 5. | <b>Tools and Equipment Required for Assessment</b>                                                                                        | <input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)                                                                                                                                                                                                                                     |

**Section 5: Evidence of the need for the Qualification**

Provide Annexure/Supporting documents name.

|    |                                                                                                                  |
|----|------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Yes (As per Domain)                             |
| 2. | <b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> Yes (As per Domain) |
| 3. | <b>Government /Industry initiatives/ requirement (Yes/No):</b> No (As per Domain)                                |
| 4. | <b>Number of Industry validation provided:</b> N.A                                                               |
| 5. | <b>Estimated nos. of persons to be trained and employed:</b> 25                                                  |
| 6. | <b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b><br>If "No", why: Yes           |

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

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

**Annexure 1: Evidence of Level****Annexure 2: Tools and Equipment (Lab Set-Up)****List of Tools and Equipment Batch Size: 30 trainees**

| S. No. | Tool / Equipment Name                   | Specification | Quantity for specified Batch size |
|--------|-----------------------------------------|---------------|-----------------------------------|
| 1      | Packing, Wraps Rolls                    |               | 1                                 |
| 2      | Refrigerator                            |               | 1                                 |
| 3      | Lab Scale Ovens                         |               | 2                                 |
| 4      | Baking Sheet & Racks                    |               | 2                                 |
| 5      | Commercial Mixers                       |               | 2                                 |
| 6      | Wire Whiskers                           |               | 1                                 |
| 7      | Fryer                                   |               | 1                                 |
| 8      | Baking Pan                              |               | 2                                 |
| 9      | Cooling Racks                           |               | 2                                 |
| 10     | Bread Slicer Manual/ Mechanical         |               | 1                                 |
| 11     | Bread Slicer Manual/Mechanical          |               | 1                                 |
| 12     | Knives                                  |               | 2                                 |
| 13     | Spatula                                 |               | 2                                 |
| 14     | Utensils                                |               | 5                                 |
| 15     | Mixing Bowl                             |               | 2                                 |
| 16     | Work Table                              |               | 2                                 |
| 17     | Sinks                                   |               | 2                                 |
| 18     | Measuring Cup & Spoon                   |               | 2                                 |
| 19     | Thermometer                             |               | 3                                 |
| 20     | Timer                                   |               | 2                                 |
| 21     | Digital Hygrometer                      |               | 2                                 |
| 22     | Lab Equipment For Testing               |               | 1                                 |
| 23     | Lab Chemicals For Testing And Glassware |               | 1                                 |
| 24     | Aprons                                  |               | 30                                |
| 25     | Cleaning Tools                          |               | 1                                 |
| 26     | Weighing Scale                          |               | 1                                 |
| 27     | Gas Burner (Lpg)                        |               | 1                                 |

|    |                                                             |  |    |
|----|-------------------------------------------------------------|--|----|
| 28 | Lpg Cylinders                                               |  | 2  |
| 29 | Heat Resistant Gloves, Protective Gloves                    |  | 1  |
| 30 | Fire Extinguishers                                          |  | 2  |
| 31 | High Speed Exhausts                                         |  | 2  |
| 32 | Masks – Head Cover, Mouth Cover                             |  | 35 |
| 33 | Optical Character Recognition (OCR)                         |  | 1  |
| 34 | Clear View+ Speech                                          |  | 1  |
| 35 | Zoom Ex                                                     |  | 1  |
| 36 | Kurzweil                                                    |  | 1  |
| 37 | ABBY Fine Reader                                            |  | 1  |
| 38 | Tesseract                                                   |  | 1  |
| 39 | Non-Visual Desktop Access (NVDA)                            |  | 1  |
| 40 | Job Access with Speech (JAWS)                               |  | 1  |
| 41 | DAISY players DAISY (Digital Accessible Information System) |  | 1  |
| 42 | Braille slates and stylus                                   |  | 1  |
| 43 | Brallier typewriter                                         |  | 1  |

### 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 |
|      | 25                   | 25                                 |                      |                                    | 25                     | 25                                 |

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 |
| NA                    | NA   | NA               | NA       | NA        | NA     | NA      | NA       | NA        | NA     | NA                     | NA       | NA        | NA     |

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 and Hindi

### 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<br>– for all Selected<br>Components | Offline : Online<br>Ratio |
|--------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------|
| 1      | <input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge                    | NA                                                         | NA                        |
| 2      | <input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners | NA                                                         | NA                        |
| 3      | <input type="checkbox"/> Showing Practical Demonstrations to the learners                                     | NA                                                         | NA                        |
| 4      | <input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training         | NA                                                         | NA                        |
| 5      | <input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice                                              | NA                                                         | NA                        |
| 6      | <input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations                           | NA                                                         | NA                        |
| 7      | <input type="checkbox"/> 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 |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
| <b>FIC/N9026: Prepare for production</b> | <i>Plan for production</i>                                                                                                                        | <b>10</b>    | <b>20</b>       | -             | <b>5</b>   |
|                                          | <b>PC.1</b> Obtain process flow chart, product flow chart and formulation flow chart.                                                             | -            | -               | -             | -          |
|                                          | <b>PC.2</b> Identify work requirements by obtaining production planning and instructions from the supervisor                                      | -            | -               | -             | -          |
|                                          | <b>PC.3</b> Inspect work area, clean production and storage, maintain machines, and verify hygiene, maintenance, and documents before production. | -            | -               | -             | -          |
|                                          | <b>PC.4</b> Estimate manpower requirements and material requirements as per planned production. (Raw material & packaging material).              | -            | -               | -             | -          |
|                                          | <b>PC.5</b> plan capacity utilization of machinery with respect to the processing time, production order, and batch size for each product         | -            | -               | -             | -          |
|                                          | <i>Clean and maintain work area, machineries, and tools for production</i>                                                                        | <b>10</b>    | <b>30</b>       | -             | <b>5</b>   |
|                                          | <b>PC.6</b> clean and maintain the work area as per organizational procedures                                                                     | -            | -               | -             | -          |
|                                          | <b>PC.7</b> clean and maintain the machines and tools and sanitize them as per the organization's specifications and standards                    | -            | -               | -             | -          |
|                                          | <b>PC.8</b> Ensure disposal of waste material is at designated places only. Waste material: Hazardous waste, food waste, packaging waste, etc.    | -            | -               | -             | -          |
|                                          | <b>PC.9</b> inspect the tools, equipment, and machinery to ascertain suitability for use                                                          | -            | -               | -             | -          |
|                                          | <b>PC.10</b> report information such as faulty tools and equipment to the concerned authority                                                     | -            | -               | -             | -          |
|                                          | <i>Organize for production</i>                                                                                                                    | <b>5</b>     | <b>10</b>       | -             | <b>5</b>   |
|                                          | <b>PC.11</b> organize tools and equipment                                                                                                         |              | -               | -             | -          |
|                                          | <b>PC.12</b> Organise received raw and packaging materials based on FIFO and organisational standards.                                            |              |                 |               |            |
|                                          | <b>PC.13</b> allot responsibilities/work to the assistants and helpers as per the production planning                                             | -            | -               | -             | -          |
|                                          | <b>NOS Total</b>                                                                                                                                  | <b>25</b>    | <b>60</b>       | -             | <b>15</b>  |
|                                          |                                                                                                                                                   |              |                 |               |            |

|                                             |                                                                                                                                                                                                                    |           |           |          |          |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|----------|
| <b>FIC/NAAAA: Bake products in the oven</b> | <i>Handle proofing (in case of bread preparation)</i>                                                                                                                                                              | <b>10</b> | <b>20</b> | <b>-</b> | <b>5</b> |
|                                             | To be competent, the user/individual on the job must be able to:                                                                                                                                                   | -         | -         | -        | -        |
|                                             | <b>PC.1</b> set the proof box to the required temperature and humidity following the proofing chart, as per specifications and organisation standards                                                              | -         | -         | -        | -        |
|                                             | <b>PC.2</b> refer to the production chart/proofing chart to understand the loading sequence                                                                                                                        | -         | -         | -        | -        |
|                                             | <b>PC.3</b> load the proof box following the production sequence                                                                                                                                                   | -         | -         | -        | -        |
|                                             | <b>PC.4</b> monitor proof box parameters such as temperature/humidity                                                                                                                                              | -         | -         | -        | -        |
|                                             | <b>PC.5</b> monitor product in the proof box                                                                                                                                                                       | -         | -         | -        | -        |
|                                             | <b>PC.6</b> pull bread at specified heights from proof box                                                                                                                                                         | -         | -         | -        | -        |
|                                             | <b>PC.7</b> monitor the proof box and product coming out of the proof box                                                                                                                                          | -         | -         | -        | -        |
|                                             | <i>Baking in oven</i>                                                                                                                                                                                              | <b>10</b> | <b>20</b> | <b>-</b> | <b>5</b> |
|                                             | To be competent, the user/individual on the job must be able to:                                                                                                                                                   | -         | -         | -        | -        |
|                                             | <b>PC.8</b> Prepare the proof box by setting parameters such as temperature, humidity, etc., according to product specifications and standard operating procedures.                                                | -         | -         | -        | -        |
|                                             | <b>PC.9</b> Prepare and calibrate the oven (in case of batch operation) by pre-heating it to the specified temperature per the oven chart, ensuring it reaches the desired temperature before loading.             | -         | -         | -        | -        |
|                                             | <b>PC.10</b> Prepare the conveyor (in case of continuous operation) by setting the speed of the conveyor, baking time, and temperature controls, verifying that the desired temperature is reached before loading. | -         | -         | -        | -        |
|                                             | <b>PC.11</b> refer to the production chart/proofing chart to understand the loading sequence and process parameters for each product baked                                                                         | -         | -         | -        | -        |
|                                             | <b>PC.12</b> set the oven parameters such as baking temperature and time for the product to be baked                                                                                                               | -         | -         | -        | -        |
|                                             | <b>PC.13</b> observe filled baking pans (to be loaded in the oven) to determine whether pans are filled to standard                                                                                                | -         | -         | -        | -        |
|                                             | <b>PC.14</b> load the ovens with filled baking pans and check that the dough pieces are placed from corner to corner                                                                                               | -         | -         | -        | -        |
|                                             | <b>PC.15</b> observe spacing between pans as per defined SOPs                                                                                                                                                      | -         | -         | -        | -        |

|  |                                                                                                                                                                               |          |          |   |          |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|---|----------|
|  | <b>PC.16</b> monitor and control the speed of the conveyor to control pans entering the oven and control the baking time of various baking products (in continuous operation) | -        | -        | - | -        |
|  | <b>PC.17</b> monitor oven parameters such as temperature and time during baking process                                                                                       | -        | -        | - | -        |
|  | <b>PC.18</b> observe the colour of the baking product to detect under/ over baking and to achieve a finished product of uniform quality                                       | -        | -        | - | -        |
|  | <b>PC.19</b> unload the oven when the baking process is complete                                                                                                              | -        | -        | - | -        |
|  | <b>PC.20</b> check the quality of the product through sensory parameters such as colour, size, appearance, texture, and aroma. etc.                                           | -        | -        | - | -        |
|  | <b>PC.21</b> unload the pans/trays using proper technique (this must be done immediately after being taken out of the oven to improve the overall shape of the bread)         | -        | -        | - | -        |
|  | <b>PC.22</b> place the baked product on the cooling racks and transfer it to the cooling room/cooling area                                                                    | -        | -        | - | -        |
|  | <b>PC.23</b> Storage of baked products should be done in such a manner that FIFO is followed.                                                                                 | -        | -        | - | -        |
|  | <b>PC.24</b> remove excess waste from the baking pans                                                                                                                         | -        | -        | - | -        |
|  | <b>PC.25</b> stack the emptied baking pans in the designated area                                                                                                             | -        | -        | - | -        |
|  | <b>PC.26</b> ensure that empty pans are stored appropriately to avoid damage and contamination                                                                                | -        | -        | - | -        |
|  | <b>PC.27</b> adjust or reset the controls of the oven to load the next batch of product                                                                                       | -        | -        | - | -        |
|  | <b>PC.28</b> report discrepancies/concerns in each stage of production to the department supervisor for immediate action                                                      | -        | -        | - | -        |
|  | <i>Packaging of Baked Products</i>                                                                                                                                            | <b>4</b> | <b>6</b> | - | <b>5</b> |
|  | <b>PC.29</b> select appropriate packaging materials based on product type, storage requirements, and presentation needs.                                                      | -        | -        | - | -        |
|  | <b>PC.30</b> follow packaging procedures to ensure proper sealing, labelling, and coding of baked goods.                                                                      | -        | -        | - | -        |
|  | <b>PC.31</b> inspect packaged products for defects, ensuring quality standards are met.                                                                                       | -        | -        | - | -        |
|  | <b>PC.32</b> pack baked goods according to customer orders or standard packaging configurations.                                                                              | -        | -        | - | -        |
|  | <b>PC.33</b> store packaged products in designated areas, maintaining proper temperature and humidity levels.                                                                 | -        | -        | - | -        |

|                                                                   |                                                                                                                                                                                                                                                                         |           |           |   |           |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|---|-----------|
|                                                                   | <b>PC.34</b> follow FIFO (First In, First Out) principles for inventory management of packaged goods.                                                                                                                                                                   | -         | -         | - | -         |
|                                                                   | <b>PC.35</b> operate automated packaging equipment (if applicable), ensuring smooth product flow and proper sealing.                                                                                                                                                    | -         | -         | - | -         |
|                                                                   | <b>PC.36</b> visually inspect and clean packaging materials to ensure they are free of debris or damage before use.                                                                                                                                                     | -         | -         | - | -         |
|                                                                   | <i>Post-production cleaning and regular maintenance of equipment</i>                                                                                                                                                                                                    | <b>4</b>  | <b>6</b>  | - | <b>5</b>  |
|                                                                   | To be competent, the user/individual on the job must be able to:                                                                                                                                                                                                        | -         | -         | - | -         |
|                                                                   | <b>PC.37</b> clean and sanitise the work area, machinery, equipment, and tools according to established cleaning schedules and standard operating procedures (SOPs), using appropriate food-grade cleaning agents and sanitisers.                                       | -         | -         | - | -         |
|                                                                   | <b>PC.38</b> properly disassemble and reassemble equipment for thorough cleaning and sanitation, following manufacturer instructions and safety protocols.                                                                                                              | -         | -         | - | -         |
|                                                                   | <b>PC.39</b> perform routine troubleshooting and minor repairs on baking equipment, following manufacturer guidelines and safety procedures. Report any major malfunctions or repairs requiring specialised expertise to the appropriate personnel.                     | -         | -         | - | -         |
|                                                                   | <b>PC.40</b> implement and maintain a preventative maintenance program for all baking equipment, including regular inspections, cleaning, lubrication, and calibration. Document maintenance activities and follow SOPs for reporting and addressing maintenance needs. | -         | -         | - | -         |
|                                                                   | <b>PC.41</b> maintain accurate records of equipment maintenance and repairs, including dates, actions taken, and parts used.                                                                                                                                            | -         | -         | - | -         |
|                                                                   | <b>NOS Total</b>                                                                                                                                                                                                                                                        | <b>28</b> | <b>52</b> | - | <b>20</b> |
| <b>FIC/N9906: Apply food safety guidelines in Food Processing</b> | <i>Apply personal hygiene and follow Good Manufacturing practices at workplace</i>                                                                                                                                                                                      | <b>22</b> | <b>44</b> | - | <b>6</b>  |
|                                                                   | <b>PC.1</b> follow a site-relevant documented procedure for Personal Hygiene and Visitor/Contractor rules.                                                                                                                                                              | -         | -         | - | -         |
|                                                                   | <b>PC.2</b> follow work instructions at levels of employees inside a food manufacturing site and ensure that the relevant instructions are well communicated and being followed at the fixed timelines                                                                  | -         | -         | - | -         |
|                                                                   | <b>PC.3</b> ensures that the annual training calendar is followed vehemently for every individual to make them aware of SOPs, personal hygiene, PRPs, GMP, GHP, HACCP, and plant hygiene.                                                                               | -         | -         | - | -         |

|  |                                                                                                                                                                                                                                                                                                                                                                                                           |   |   |   |   |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
|  | <b>PC.4</b> follow and implement all training and awareness guidelines in the manufacturing area and regularly participate in training effectiveness for valuation and feedback system.                                                                                                                                                                                                                   | - | - | - | - |
|  | <b>PC.5</b> Organise orientation on recent developments in the baking process                                                                                                                                                                                                                                                                                                                             | - | - | - | - |
|  | <b>PC.6</b> ensure timely medical examination from a prescribed and authorised doctor and comply with the guidelines of Schedule IV as described in Food Safety Standard Authority of India (FSSAI) guidelines.                                                                                                                                                                                           | - | - | - | - |
|  | <b>PC.7</b> fill in data in the daily monitoring checklist related to personal hygiene, food safety, and GMP.                                                                                                                                                                                                                                                                                             | - | - | - | - |
|  | <b>PC.8</b> follow a site-relevant documented procedure and area-wise work instructions for Good Manufacturing Practices (GMP) to be followed on the site. (hand washing requirements, gowning and de-gowning protocols, cleaning and sanitation of employee lockers, follow the protocols as laid down in the different categories of processing areas like low risk, high risk, high care areas, etc.). | - | - | - | - |
|  | <b>PC.9</b> follow man and materials movement throughout the production facility, to restrict unwanted hazards to cross-contaminate the products.                                                                                                                                                                                                                                                         | - | - | - | - |
|  | <b>PC.10</b> follow all validated Do's and don'ts inside a food manufacturing unit.                                                                                                                                                                                                                                                                                                                       | - | - | - | - |
|  | <b>PC.11</b> refer to the process flow charts, HACCP summary plan, and critical process parameters in each and respective areas of the production line.                                                                                                                                                                                                                                                   | - | - | - | - |
|  | <b>PC.12</b> identify the material requirements such as manufacturing equipment, Utensils, other processing aids, food-grade cleaning chemicals, and cleaning work instructions in all the relevant areas of the manufacturing facility. Also, a special focus shall be given to allergens and their risks wherever required; the allergen requirements shall be separately addressed.                    | - | - | - | - |
|  | <b>PC.13</b> ensure to properly tag and number all the equipment, machinery, tools, and other processing aids to keep proper traceability of the product being manufactured and handled at the site.                                                                                                                                                                                                      | - | - | - | - |
|  | <b>PC.14</b> participate in audits and address the aspects of Good Manufacturing Procedures, personal hygiene, and food safety.                                                                                                                                                                                                                                                                           | - | - | - | - |
|  | <b>PC.15</b> ensure the record keeping and documentation such as Daily Monitoring Sheets, Batch Traceability Records, machine records, product parameters, process control parameters, etc.                                                                                                                                                                                                               |   |   |   |   |

|  |                                                                                                                                                                                                                                                                                                                                                                                                        |           |           |          |           |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|-----------|
|  | <b>PC.16</b> A pest control program shall be in place. There should be a nominated person for pest control to monitor schedule of pest control and to ensure all procedures are followed                                                                                                                                                                                                               |           |           |          |           |
|  | <b>PC.17</b> Ensure adequate lightning and ventilation available in production and storage area as per factory act                                                                                                                                                                                                                                                                                     |           |           |          |           |
|  | <b>PC.18</b> Ensure production and storage areas have adequate lighting and ventilation as per Factory Act regulations.                                                                                                                                                                                                                                                                                |           |           |          |           |
|  | <i>Implement food safety practices at the workplace</i>                                                                                                                                                                                                                                                                                                                                                | 8         | 16        | -        | 4         |
|  | <b>PC.19</b> maintain updated facilities, equipment, and tool and design requirements to minimise the risks associated with the products being handled at the site.                                                                                                                                                                                                                                    | -         | -         | -        | -         |
|  | <b>PC.20</b> follow the instruction in the raw and packaging materials warehouse and ensure receiving material parameters match all the laid requirements. parameters: Incoming vehicles Visual report, storage, and handling requirements, hazardous and non-hazardous goods, allergens, cross- contamination risks, Quarantine, Accepted & rejected goods, monitoring temperature and humidity, etc. | -         | -         | -        | -         |
|  | <b>PC.21</b> follow FSSAI Schedule IV requirements related to Pest Control, Cleaning, and Sanitation, Utilities, Waste Disposal, Prevention of Cross- Contamination, allergen management, corrective action, preventive actions, food operation control etc.                                                                                                                                           | -         | -         | -        | -         |
|  | <b>PC.22</b> ensure timely check of the critical control points and product parameters                                                                                                                                                                                                                                                                                                                 | -         | -         | -        | -         |
|  | <b>PC.23</b> record keeping and documentation such as daily monitoring sheets, cleaning sheets, parameters, etc.                                                                                                                                                                                                                                                                                       | -         | -         | -        | -         |
|  | <b>PC.24</b> report any food safety and GMP issue to the supervisor, if any.                                                                                                                                                                                                                                                                                                                           | -         | -         | -        | -         |
|  | <b>NOS Total</b>                                                                                                                                                                                                                                                                                                                                                                                       | <b>30</b> | <b>60</b> | <b>-</b> | <b>10</b> |

| <b>PWD/N0501 - Employability Skills for Persons with Disabilities (70 hours)</b>                                                                                                                                                                                                                                  |          |          |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|---|---|
| <i>Introduction to Employability Skills</i>                                                                                                                                                                                                                                                                       | <b>2</b> | <b>1</b> | - | - |
| <b>PC1.</b> identify employability skills required for jobs in various industries                                                                                                                                                                                                                                 | -        | -        | - | - |
| <b>PC2.</b> identify and explore learning and employability portals                                                                                                                                                                                                                                               | -        | -        | - | - |
| <i>Constitutional values – Citizenship</i>                                                                                                                                                                                                                                                                        | <b>1</b> | <b>1</b> | - | - |
| <b>PC3.</b> 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.                                                                | -        | -        | - | - |
| <b>PC4.</b> follow environmentally sustainable practices                                                                                                                                                                                                                                                          | -        | -        | - | - |
| <i>Becoming a Professional in the 21st Century</i>                                                                                                                                                                                                                                                                | <b>2</b> | <b>3</b> | - | - |
| <b>PC5.</b> recognize the significance of 21st Century Skills for employment                                                                                                                                                                                                                                      | -        | -        | - | - |
| <b>PC6.</b> 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>                                                                                                                                                                                                                                                                                       | <b>6</b> | <b>9</b> | - | - |
| <b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone                                                                                                                                                                                                   | -        | -        | - | - |
| <b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English                                                                                                                                                                                                  | -        | -        | - | - |
| <b>PC9.</b> write short messages, notes, letters, e-mails etc. in English                                                                                                                                                                                                                                         | -        | -        | - | - |
| <i>Communication Skills</i>                                                                                                                                                                                                                                                                                       | <b>4</b> | <b>6</b> | - | - |
| <b>PC10.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings                                                                                                                                                                                             | -        | -        | - | - |

|                                                                                                                         |          |          |   |   |
|-------------------------------------------------------------------------------------------------------------------------|----------|----------|---|---|
| <b>PC11.</b> recognize how to eliminate barriers to effective communication                                             | -        | -        | - | - |
| <b>PC12.</b> work collaboratively with others in a team                                                                 | -        | -        | - | - |
| <i>Essential Digital Skills</i>                                                                                         | <b>4</b> | <b>6</b> | - | - |
| <b>PC13.</b> operate digital devices and carry out basic internet operations securely and safely                        | -        | -        | - | - |
| <b>PC14.</b> use e- mail and social media platforms, search engines and virtual collaboration tools to work effectively | -        | -        | - | - |
| <b>PC15.</b> use basic features of word processor, spreadsheets, and presentations                                      | -        | -        | - | - |
| <b>PC16.</b> identify popular sites for learning & career growth                                                        | -        | -        | - | - |
| <i>Diversity &amp; Inclusion</i>                                                                                        | <b>1</b> | <b>2</b> | - | - |
| <b>PC17.</b> communicate and behave appropriately with all genders and PwD                                              | -        | -        | - | - |
| <b>PC18.</b> explain business benefits of inclusive workplace                                                           | -        | -        | - | - |
| <b>PC19.</b> identify common barriers to Diversity & Inclusion                                                          | -        | -        | - | - |
| <b>PC20.</b> escalate any issues related to sexual harassment at workplace according to POSH Act                        | -        | -        | - | - |
| <i>Financial and Legal Literacy</i>                                                                                     | <b>2</b> | <b>4</b> | - | - |
| <b>PC21.</b> select financial institutions, products, and services as per requirement                                   | -        | -        | - | - |
| <b>PC22.</b> carry out offline and online financial transactions, safely and securely                                   | -        | -        | - | - |
| <b>PC23.</b> identify common components of salary and compute income, expenses, taxes, investments etc                  | -        | -        | - | - |
| <b>PC24.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation                   | -        | -        | - | - |

|                                                                                                                                                                                  |          |          |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|---|---|
| <i>Career Development &amp; Goal Setting</i>                                                                                                                                     | <b>4</b> | <b>6</b> | - | - |
| <b>PC25.</b> understand the difference between job and career                                                                                                                    | -        | -        | - | - |
| <b>PC26.</b> 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>                                                                                                                                                          | <b>4</b> | <b>6</b> | - | - |
| <b>PC27.</b> identify different types of customers                                                                                                                               | -        | -        | - | - |
| <b>PC28.</b> identify and respond to customer requests and needs in a professional manner.                                                                                       | -        | -        | - | - |
| <b>PC29.</b> Elaborate types and importance of closing techniques during customer interface                                                                                      | -        | -        | - | - |
| <i>Getting ready for apprenticeship &amp; Jobs</i>                                                                                                                               | <b>4</b> | <b>6</b> | - | - |
| <b>PC30.</b> follow appropriate hygiene and grooming standards                                                                                                                   | -        | -        | - | - |
| <b>PC31.</b> identify four stages of action to prepare for employment                                                                                                            | -        | -        | - | - |
| <b>PC32.</b> identify common workplace solutions for better output                                                                                                               | -        | -        | - | - |
| <b>PC33.</b> create a professional Curriculum vitae (Résumé)                                                                                                                     | -        | -        | - | - |
| <b>PC34.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively | -        | -        | - | - |
| <b>PC35.</b> apply to identified job openings using offline /online methods as per requirement                                                                                   | -        | -        | - | - |
| <b>PC36.</b> answer questions politely, with clarity and confidence, during recruitment and selection                                                                            | -        | -        | - | - |
| <b>PC37.</b> evaluate failures and rejections for future opportunities                                                                                                           | -        | -        | - | - |

|                                                                                                                                               |           |           |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|---|---|
| <b>PC38.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements                                     | -         | -         | - | - |
| <i>Disability Specific Skills</i>                                                                                                             | <b>4</b>  | <b>6</b>  | - | - |
| <b>PC39.</b> identify the requirements and challenges of employment in terms of one's limitations and strengths                               | -         | -         | - | - |
| <b>PC40.</b> apply four stages of action for employment                                                                                       | -         | -         | - | - |
| <b>PC41.</b> apply solutions for challenges associated with one's disability at workplace                                                     | -         | -         | - | - |
| <b>PC42.</b> discuss significance of workplace challenges for the Persons with Disability                                                     | -         | -         | - | - |
| <b>PC43.</b> describe importance and impact of independent functioning for a person with disability at home, work place or community at large | -         | -         | - | - |
| <b>PC44.</b> illustrate skills like independent mobility, note taking and communication.                                                      | -         | -         | - | - |
| <b>PC45.</b> discuss ways to break barriers with colleagues owing to one's disability                                                         | -         | -         | - | - |
| <b>PC46.</b> use positive language to communicate about one's disability and possible intervention                                            | -         | -         | - | - |
| <i>Entrepreneurship</i>                                                                                                                       | <b>2</b>  | <b>4</b>  | - | - |
| <b>PC47.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research    | -         | -         | - | - |
| <b>PC48.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion                   | -         | -         | - | - |
| <b>PC49.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity        | -         | -         | - | - |
| <b>NOS Total</b>                                                                                                                              | <b>40</b> | <b>60</b> | - | - |

## **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

## Acronym

| 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                                  |

## Glossary

| Term                                         | Description                                                                                                                                                                                                                            |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>National Occupational Standards (NOS)</b> | NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.                                               |
| <b>Qualification</b>                         | A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards                                                       |
| <b>Qualification File</b>                    | A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification. |
| <b>Sector</b>                                | A grouping of professional activities on the basis of their main economic function, product, service or technology.                                                                                                                    |
| <b>Long Term Training</b>                    | Long-term skilling means any vocational training program undertaken for a year and above.<br><a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>                       |