

QUALIFICATION FILE

Jute Products Artisan

☒ 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

NCrF/NSQF Level: **NSQF Level 3.5**

Submitted By:

Handicrafts and Carpet Sector Skill Council-HCSSC

Tel number(s): 011-26139834

E-mail address: ceo@hcsc.in

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Section1: Basic Details

1.	Qualification Name	Jute Products Artisan	
2.	Sector/s	Handicrafts and Carpet Sector Skill Council	
3.	Type of Qualification ☐ New ☒ Revised ☐ Has Electives/Options	NQR Code & version of the existing /previous qualification: <i>(change to previous, once approved)</i> Previous NQR Code: QG-3.5-HC-01732-2023-V1.1-HCSSC Version of qualification: 2.0	Qualification Name of the existing version: <i>(previous, once approved)</i> Jute Products Artisan
4.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval)</i>	NQR Code: QG-3.5-HC-04008-2025-V2-HCSSC Version of qualification: 3.0	5. NCrf/NSQF Level: <i>NSQF Level 3.5</i>
6.	Award (Certificate/Diploma/ Advanced Diploma/Any Other) <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	NA	
7.	Brief Description of the Qualification	Jute Products Artisan has a job to produce diversified jute product of definite shape and size as per sale advice note or as per market demand. For all such products to be popularised nationally and/or internationally, they need to be produced as per the customers given standards. The job holder should know how to produce quality jute crafted products as per the market demand and set standards	

8. Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience <table border="1"> <thead> <tr> <th>S. No.</th><th>Academic/Skill Qualification (with Specialization - if applicable)</th><th>Relevant Experience (with Specialization - if applicable)</th></tr> </thead> <tbody> <tr> <td>1</td><td>Grade 11 pass</td><td></td></tr> <tr> <td>2</td><td>8th Grade pass</td><td>1-year relevant experience</td></tr> <tr> <td>3</td><td>5th grade pass</td><td>2.5-years relevant experience</td></tr> <tr> <td>4</td><td>Ability to Read and Write</td><td>5 years relevant experience</td></tr> <tr> <td>5</td><td>Previous relevant Qualification of NSQF Level 3</td><td>1.5-year relevant experience</td></tr> </tbody> </table>						S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)	1	Grade 11 pass		2	8th Grade pass	1-year relevant experience	3	5th grade pass	2.5-years relevant experience	4	Ability to Read and Write	5 years relevant experience	5	Previous relevant Qualification of NSQF Level 3	1.5-year relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)																						
1	Grade 11 pass																							
2	8th Grade pass	1-year relevant experience																						
3	5th grade pass	2.5-years relevant experience																						
4	Ability to Read and Write	5 years relevant experience																						
5	Previous relevant Qualification of NSQF Level 3	1.5-year relevant experience																						
9. Credits Assigned to this Qualification (as per National Credit Framework (NCrF))	14		10. Common Cost Norm Category (I/II/III) (wherever applicable): III																					
11. Any Licensing Requirements for Undertaking Training on This Qualification (wherever applicable)	NA																							
12. Training Duration by Modes of Training Delivery (Specify <i>Total Duration</i> as per selected training delivery modes and as per requirement of the qualification)	☒ Offline Only ☐ Online Only ☐ Blended																							
	<table border="1"> <thead> <tr> <th>Training Delivery Modes</th><th>Theor y (Hours)</th><th>Practica l (Hours)</th><th>OJT Mandatory (Hours)</th><th>OJT Recomme nded (Hours)</th><th>Total (Hours)</th></tr> </thead> <tbody> <tr> <td>Classroom (offline)</td><td>150 (includi ng 40 hrs. of ES modul</td><td>270 (includin g 20 hrs. of ES module)</td><td></td><td></td><td>420</td></tr> </tbody> </table>						Training Delivery Modes	Theor y (Hours)	Practica l (Hours)	OJT Mandatory (Hours)	OJT Recomme nded (Hours)	Total (Hours)	Classroom (offline)	150 (includi ng 40 hrs. of ES modul	270 (includin g 20 hrs. of ES module)			420						
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			e)					
		Online						
		(Refer Blended Learning Annexure for details)						
13.	Aligned to NCO/ISCO Code/s (if code is not available, then mention the same)	NCO-2015/7318.4500						
14.	Progression Path After Attaining the Qualification (Please show Professional and Academic progression) (wherever applicable)	Vertical Progression: Merchandiser (Level 4.5)						
15.	Other Indian Languages in which the Qualification & Model Curriculum are being Submitted	Hindi						
16.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	☐ Yes ☒ No URLs of similar Qualifications:						
17.	Is the Job Role Amenable to Persons with Disability	☒ Yes ☐ No If “Yes”, specify applicable type of Disability: applicable to all types of disability except vision Impairment, mental health conditions, intellectual disability or (limited to physical disability where hands are used).						
18.	How participation of women will be encouraged?	Participants of women in the handicrafts and carpet sector can be encouraged by providing them skill development programs and creating accessible work opportunities for handicrafts products which is well known by the women of India.						
19.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it), wherever applicable	☒ Yes ☐ No						
20.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools ☒ Yes ☐ No Colleges ☒ Yes ☐ No						
21.	Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB &	Name: Mr. Krishan Kumar Email: ceo@hcsc.in Contact No.: 011-26139834						

	Supporting ABs)	Website: www.hcssc.in			
22.	Final Approval Date by NSQC: 30/04/2025	23. Validity Duration: 3 years	24. Next Review Date: 30/04/2028		

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

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

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

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core / Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Jute processing and Preparation	HCS/N7418 NOS Version 1.0	core	3.5	2	20:00	40:00	NA	00:00	60:00	30	70	-	-	100	
2.	Product design and development	HCS/N7419 NOS Version 1.0	Core	3.5	3	20:00	70:00	NA	00:00	90:00	30	70	-	-	100	
3.	Weaving and Crafting	HCS/N74	Core	3.5	2	20:00	40:00	NA	00:00	60:00	30	70	-	-	100	

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core / Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ T-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
	techniques	20 NOS Version 1.0					0		0							
4.	Packaging and Quality control	HCS/N74 21 NOS Version 1.0	Core	3.5	1	10:00	20:00	NA	00:00	30:00	30	70	-	-	100	
5.	Entrepreneurship Skills for Jute Products Artisan	HCS/N85 11 NOS Version 1.0	Core	3.5	1	10:00	20:00	NA	00:00	30:00	30	70	-	-	100	
6.	Working in a team	HCS/N99 29 NOS Version No. 1.0	Non-Core	3.5	1	10:00	20:00	00:00	00:00	30:00	35	65	-	-	100	
7.	Maintain health and safety at workplace	HCS/N99 31 NOS Version	Non-Core	3.5	1	10:00	20:00	00:00	00:00	30:00	30	70	-	-	100	

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core / Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
		No. 1.0														
8.	Managing Personal Sanitation	HCS/N9934 NOS Version No. 1.0	Non-Core	3.5	1	10:00	20:00	00:00	00:00	30:00	30	70	-	-	100	
9.	Employability & Entrepreneurship Skills	DGT/VSQ/N0102 NOS Version 1.0	Non-core	4	2	40:00	20:00	NA	00:00	60:00	20	30	-	-	50	
Duration (in Hours) / Total Marks					14	150:00	270:00	NA	00:00	420:00	269	631	-	-	900	

Assessment - Minimum Qualifying Percentage

Please specify any one of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

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

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	12 th grade pass with 6 months' experience in the relevant sector and 6 months of teaching experience
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduate with 2 years' experience in the relevant sector and 1 years of teaching experience
3.	Tools and Equipment Required for the Training	☒ Yes ☐ No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	12 TH Grade pass/ Graduate with Basic IT skills in the experience of producing diversified jute product as per market demand and customer given standards
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable	12 TH Grade pass/ Graduate with Basic IT skills in the experience of producing diversified jute product as per market demand and customer given standards
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable	12 TH Grade pass/ Graduate with Basic IT skills in the experience of producing diversified jute product as per market demand and customer given standards

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

Section 5: Evidence of Need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 30
5.	Estimated nos. of persons to be trained and employed: 750 approx.
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments If “No”, why: Yes

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors (<i>Mandatory</i>)	Annexure 1
2.	Annexure: List of tools and equipment relevant for qualification (<i>Mandatory, except in case of online course</i>)	Annexure 2
3.	Annexure: Detailed Assessment Criteria	Annexure 6

	<i>(Mandatory)</i>	
4.	Annexure: Assessment Strategy <i>(Not Mandatory)</i>	Annexure 7
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is Blended Learning)</i>	Blended learning called a “flipped classroom”, “hybrid learning” or “mixed learning,” is an approach that mixes instructor-led classroom training with online content, which could be in the form of on-demand videos that learners review outside of class. The live instruction can be face-to-face or online (via a live virtual classroom or even two-way video), or there might be no live lecture at all. Blended learning represents a learning model that combines both formal (traditional classroom) and non-formal (online) methodologies. (Annexure 5)
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	The Multiple entry and exit criteria would help in fragmenting an entire program into smaller units with due acknowledgement being given to each unit of learning. The credit transfer mechanism will also enable a student to enter, exit and re-enter the educational ecosystem both general and vocational at any point of time.
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	(Annexure 8)
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	Model Curriculum attached separately
9.	Supporting Document: Career Progression <i>(Optional - Public view)</i>	Career Progression/ Job Role Progression appended below
10.	Any other document you wish to submit:	

Annexure 1: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical	Work in familiar, predictable,	A Jute Product Maker	3.5

Knowledge/Process	routine, the situation of clear choice: • Jute processing and preparation • Product design and development • Weaving and crafting techniques • packaging & quality control	gets work allotted by his supervisor and is responsible for maintaining the sewing efficiently so as to get maximum output with minimum defects, with less cost of production giving due importance to safety and environment aspects. He should carry out all the activities like uniform feeding, uniform stitch, identification of defects on cloth, sewing defects, defective products, and minor defects of sewing machine missing yarn thread, etc. This operator proactively identifies the causes that may result in machine faults and causes of irregular yarn. ensure that quality and productivity is maintained.	
Professional and Technical Skills/ Expertise/ Professional	Factual knowledge of field of knowledge or study:	A Jute Product Maker needs to know the	3.5

Knowledge	• the Organization's Policies & Standard Operating Procedures (SOP) • potential hazards associated with the machines and the safety precautions that must be taken • work Targets & review with Superiors • process and material flow in a jute mill • the minimum quality requirements of the product with respect to permissible/non permissible defects • effects of contamination on products i.e. machine oil, dirt, foreign materials • process flow in a Handicrafts and Carpet mill and the concerned workers • material flow in a Handicrafts and Carpet mill and the required person • potential accidents and emergencies and response to these scenarios	process flow and material flow in a jute mill and concerned person for these activities. Should have understanding of different types of natural fibers, manmade fibers, blended yarns, different types of sewing machine and different types of yarns. Also, know the causes of yarn defects incurred due to man and machine faults and able to identify and also able to rectify minor defects. The importance of yarn quality, safety mechanisms of the machines, stop motions. Proper handing over shift and taking over shift is very important for continuance of the production. Also, should follow SOP and safety standards maintained by the company.	
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Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts: • ensure that the necessary tools, gauges etc, are in place • ensure that finished product should have properly finished design and shape ensure that Shape & size are in standardized manner way • ensure that Trimming is done in right way • ensure to tie up the edge tightly with thread in decent way • ensure the proportionate figure of doll to look beautiful • check whether proper quality is maintained for jute, jute fabric, lining, reinforcement material, chain, button, hook, etc. • check whether the look, shape, size and colour of the product are as per design or as per specified order • ensure that exact	A Jute Product Maker plans and manages work routine based on instructions from supervisor, attends various programs/meetings, provides suggestions in interest of the company, extends voluntary support wherever required. Also, identifies the real cause of a problem and applies problem solving approach to get the best suitable solution, refers defects to the supervisor and seeks clarification on problems from others. Ensures maximum utilization and minimum wastage of sliver and minimum machine breakdown time. Demonstrates repetitive skills like procedures for operating different material handling tools and Equipment.	3.5
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	measurement of jute		
Broad Learning Outcomes/Core Skill	Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social, political and natural environment: • ensure to have a knowledge of measurement of Fabric cutting and finished size of the final product as per design • check whether the look, shape, size and colour of the product are as per design or as per specified order • report hazards and potential risks/ threats to supervisors or other authorized personnel • equipment operating procedures / • supervisor's instructions • ensure that exact measurement of jute has been taken into consideration to give the proper width and length of the doll	A Jute Product Maker able to convey clear and short sentences, makes daily work report, able to follow written instructions, communicates with the supervisor appropriately and talks to others to convey information effectively. Applies problem-solving approaches in different situations during the production and performs basic maintenance work required during the production process for quality and uninterrupted output.	3.5

	• write clear and short sentences communicate with supervisor appropriately • talk to others to convey information communicate effectively in simple language • write daily work report • write grievance complaint application • respond to emergencies, accidents or fire at the workplace • evacuate the premises and help others in need while doing so • dispose the ropes to the specified place as per Sardar's/ Supervisor's instruction		
Responsibility	Responsibility for own work and learning: check whether proper quality is maintained for jute, jute fabric, lining, reinforcement material, chain, button, hook, etc. • Check fastness property of dye in case the product is prepared of coloured or printed jute fabric. Also the dye used should not be	A Jute Product Maker takes charge of the shift after discussing in detail the issues faced with respect to the quality, production and safety, reports to his shift superior about issues faced in his shift and leaves the department only after getting	3.5

	harmful to user. • check whether the look, shape, size and colour of the product are as per design or as per specified order • report to his shift superiors as well as that of the incoming shift in case his/her counterpart doesn't come for duty, in that case, the shift has to be properly handed over to the incoming shift superior & clearance got from him. • report to his shift superior about the quality / production / safety issues/ any other issue faced in his/ her shift and should leave the department only after getting concurrence for the same from his/ her superiors • focus on self-learning and improvement • report unsafe equipment and other dangerous occurrences • carry out cleaning according to schedules and limits of responsibility • submit daily report of own performance be accountable	concurrence for the same from his/her superiors. He is also responsible for maintaining work area, tools and machines and contributes in making the work place healthy, safe and secure and follows the industry & organizational compliances.	
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	to the own role in whole process		
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Annexure 2: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Dye	Dyes are used to color the jute fibers, to create jute products in a wide range of colors and pattern	2 kg
2	Chain	chains can be incorporated into jute products as decorative elements or handles for bags and other accessories	3 Bag
3	Hook	Hooks are essential tools for the artisan to manipulate the jute fibers, helping in the creation of intricate patterns and designs	2 Bag
4	Button	Buttons made from various materials, including wood or metal, can be used as closures or embellishments on jute products such as bags, pouches, and garments	3 Bag
5	Silver hank	Silver hanks can be woven into jute products for a decorative effect	3 Kg
6	Wooden/ Metal beads	Beads made from wood or metal can be strung along with jute threads to create jewelry items.	4 Eqpt Nos
7	Jute cloth	Jute cloth serves as the primary material for creating various products.	12 Types
8	Hand machine	Hand machines, such as sewing machines, can be	6 Types

		used to stitch jute fabric efficiently	
9	Yarn	Jute yarn is the basic material for creating most jute products.	8 Types
10	Gauges	Gauges are tools used to measure and maintain consistency in the thickness and size of jute fibers or yarns	6 No

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. White Board
2. Marker/Pen
3. Duster
4. First-aid
5. PPE Kit

Annexure 3: Industry Validations Summary

Sr. No.	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	MAMTA GARMENT AND MANUFACTURING	RAMAKANT KAMLE	Proprietor	At. Mirkale Nager, Ahmedpur, Latur-413515 (MH)	9922163164	Mamtagarment11@gmail.com	
2	THE PATALA HANDICRAFT W.C.I.S. LTD.	MRS. REKHA MAAN	Proprietor	Pulkari Center, Thuha, Tehsil Rajpura, Dist. Patiyala-140417 (PB)	7837832333 9814806299	patialahandicraft@gmail.com	
3	MAHA LAKSHMI NARAYAN	SHAHIL SINGH JAMBAL	Proprietor	Omara Morh ward no 17	9622177099	mis.mahalakshminarayan@gmail.com	

	INSTITUTE OF EDUCATION AND SKILL DEVELOPMENT			near tata motors Udhampur Jammu and Kashmir 182101			
4	THE MANU WEAVERS H/L & H/C P.C.S. CO.-OP. IND. WELFARE SOCIETY LTD.	ANIL MEHRA	Proprietor	Circuit House Road,Kullu, Manali-175131	9816311010, 9418665226	anil.mehra85@yahoo.co.in	
5	NATIONAL INSTITUTE OF TECHNOLOGY AND VOCATIONAL TRAINING	VANDANA SACHIN LOKHANDE	Proprietor	Luccky Niwas, Goghale Chal, Room No-1, Mahsobha Chwonk, Kalyan (EAST)-421306	8291037949	vandanalokhande97@gmail.com	
6	RAJASTHANI PUPPETEER	MR. NATHU LAL	Proprietor	41, Kalakar Colony, Panipech, Shastri Nagar, Jaipur-302016	9928326142	Rajasthanipuppeteer@gmail.com	
7	MSME	AMANDEEP KAUR	Artisan	Daru Kutla, Patiala-147001 (Punjab)	9829090313		
8	MSME	ARCHANA DEEPAK SHIRURE	Artisan	Ahmedpur, Latur-413515 (Maharashtra)	7262837896		
9	MSME	ARCHANA KAILASH KAN.,	Artisan	Kandhar, Nanded-413515 (MH)	8552817101		

10	MSME	ASHWINI KAMLAKAR KA.	Artisan	Vijaygarh, Kandhar, Nanded- 431714 (Maharashtra)	9145886178		
11	MSME	BHANDE SARASWATI	Artisan	Hippalgaon, Ahmadpur, Latur-413514 (MH)	9527804909		
12	MSME	DHANSHRI SANJAY KAD.	Artisan	Ahmadpur, LadegaonLatur- 413515 (MH)	7499354851		
13	MSME	DIKSHA KAMBLE	Artisan	Sanbhaji Chowk Kala, Hanuman Mander, Siuko, Nanded- 431714 (MH)	9545818158		
14	MSME	EKTA	Artisan	Daru Kutla, Patiala-147007 (Punjab)	9988498842		
15	MSME	INDUBAI BAIKORE	Artisan	Maroti Mandira jawal, Ahmadpur, latur-413513 (Maharashtra)	9423350632		
16	MSME	JANAKA NAMDEV PAWAR	Artisan	Ahmadpur, LadegaonLatur- 413515 (MH)	9284129611		
17	MSME	JYOTI MANOJ KHARPAD	Artisan	BASWESHWAR CHOWK, Ahmedpur, Latur-413515 (Maharashtra)	8767161536		

18	MSME	KIRAN SASANE	Artisan	Telgain, Latur-413515 (Maharashtra)	9960642581		
19	MSME	LAKSHMI BALAJI SHEKDE	Artisan	Dhalegaon, Latur-413515 (MH)	8412872163		
20	MSME	MAYURI K. THITTE	Artisan	Ahmedpur, Latur-413515 (Maharashtra)	98790517822		
21	MSME	MEHAK	Artisan	SULAR, Patiala-147001 (Punjab)	9988498842		
22	MSME	MEERA ARVIND KAMBL.	Artisan	Hangaraga, Latur-413514 (MH)	8485050092		
23	MSME	PURVA KANCHANDAS TH.	Artisan	Maroti Mandira Jawal, Nadura Ahmedpur, Latur-413515 (Maharashtra)	9145886178		
24	MSME	PUSHPA THAKUR	Artisan	Ahmadpur, Latur-413515 (Maharashtra)	9175229252		
25	MSME	PRABHAVATI SANJAY J.	Artisan	Bhim Garh, Kandhar, Nanded-411714 (MH)	7821847757		
26	MSME	RAJNI RANI	Artisan	Khera Gajju, Patiala-140602 (Punjab)	9779708506		
27	MSME	RAJWINDER	Artisan	Khera Gajju,	8146125253		

		KAUR		Patiala-147001 (Punjab)			
28	MSME	RAMANPREET KAUR	Artisan	Khera Gajju, Patiala-140602 (Punjab)	9878344688		
29	MSME	RIMPU	Artisan	Khera Gajju, Patiala-140602 (Punjab)	9878813560		
30	MSME	ROSHINI MADREWAR	Artisan	Uday Nagar, Ahmadpur, Latur-413515 (MH)	7385379599		
31	MSME	RUPA	Artisan	SULAR, Patiala-147001 (Punjab)	9988498842		
32	MSME	RUPINDER KAUR	Artisan	Khera Gajju, Patiala-140602 (Punjab)	9914296474		
33	MSME	SHIVKANYA NALWA	Artisan	Lingdhal Telgaon, Latur- 413513 (Maharashtra)	9767737945		
34	MSME	SADHANA K THITTE	Artisan	Ahmadpur, Nandura, Latur-413515 (MH)	7218823604		
35	MSME	SANGITA PAWAR	Artisan	Vijaygarh, Kandhar, Nanded- 431714 (MH)	8999129937		
36	MSME	SHRADHA SURYAKANT	Artisan	Ahmadpur, Latur-413515 (MH)	8308944335		
37	MSME	SMITA S	Artisan	cidco Nanded-	9175929111		

		KACHAVE		431603 (MH)			
38	MSME	SNEHAL MILIND AMBLE	Artisan	Ahmadpur, Latur-413514 (MH)	8888605102		
39	MSME	SWATI NAIKWAD	Artisan	Ahmadpur, Latur-413515 (MH)	7030752659		
40	MSME	SHUBHANGI SARWADE	Artisan	Nagoba Nagar, Ahmadpur, Latur-413515 (Maharashtra)	9359153251		

Annexure 4: 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
2024-25	300	Self-employment	Approx. 60%	Self-employment	N/A	N/A
2025-26	500	Self-employment	Approx. 60%	Self-employment	N/A	N/A
2026-27	1200	Self-employment	Approx. 60%	Self-employment	N/A	N/A

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
2.0	2021-2022	205	165	165	Self-employed	More than 60%	More than 60%	More than 60%	Self-employed	NA	NA	NA	NA
2.0	2022-2023	106	105	105	Self-employed	More than 60%	More than 60%	More than 60%	Self-employed	NA	NA	NA	NA

						60%							
2.0	2023-2024	235	226	226	Self-employed	More than 60%	More than 60%	More than 60%	Self-employed	NA	NA	NA	NA

Applicable for revised qualifications only, data to be provided for past 3 years.

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

1. Skill India Mission
2. National Handicrafts Development Program,
3. PM Vishwakarma,
4. Samarth
5. National Urban Livelihood Mission-NULM
6. Sankalp
7. One District One Product
8. National Rural Livelihood Mission-DDU-GKY
9. SFURTI-Ministry of Micro Small and Medium Enterprises.

Content availability for previous versions of qualifications: Yes

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☒ Any Other: Qualification Pack/ MC/QF

Languages in which Content is available: English and Hindi

Annexure 5: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

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

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	☒ Theory/ Lectures - Imparting theoretical and conceptual knowledge	• Qualification/ Syllabus • Books/ e-books • Presentations	• Without use of appropriate tech tools 80% Offline and only upto 20% online otherwise. • Online Instructor led teaching, can be one-to-one or one to many or many-to-many: up to 80% to 100% online
2	☒ Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	• Presentations • E-Content/ Curated digital content	• Without use of appropriate tech tools, 80% Offline and only upto 20% online otherwise. 100% virtual while working in virtual teams / virtual collaboration
3	☒ Showing Practical Demonstrations to the learners	• Projector, laptop various tools and equipment	• For all skills, where a physical product is created, at least 50% shall be on practical demonstrations and site visits
4	☒ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	• Projector, laptop various tools and equipment	• 100% offline without the use of any technology tools.
5	☒ Tutorials/ Assignments/ Drill/ Practice	• Learning Management system	• 70% offline and upto 30% online where a physical product is created as part of skilling
6	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	☐ On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		

Annexure 6: 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
HCS/N7418: Jute processing and preparation	Cultivation and Harvesting	8	18	-	-
	PC1. jute is primarily grown in warm, humid climates, with India and Bangladesh being major producers	2	4	-	-
	PC2. jute plants are harvested when they are 4-6 months old, usually before the seedpods fully mature	2	4	-	-
	PC3. sickle is commonly used to cut the jute stalks	1	3	-	-
	PC4. plants are cut close to the ground or pulled out by hand	1	3	-	-
	PC5. jute stalks are bundled together and prepared for the retting process, which separates the fibers from the woody stem	2	4	-	-
	Retting and Stripping	8	18	-	-
	PC6. retting is the process of separating the jute fibers from the woody core of the plant. The harvested jute stalks are submerged in water (rivers, ponds, or canals) for 10 to 30 days, depending on water temperature and conditions	2	4	-	-
	PC7. soft water is ideal for retting, and the quality of water impacts the fiber quality	2	4	-	-
	PC8. after retting, the jute fibers become loosened and can be easily extracted	1	3	-	-
	PC9. workers strip the outer layer of the jute stalk by hand, peeling the fibers away from the woody stem	1	3	-	-
	PC10. use water to wash off any remaining plant material to get clean fibers	2	4	-	-
	Washing and Drying	6	14	-	-
	PC11. wash stripped fibres thoroughly in clean water to remove	2	4	-	-

	dirt, impurities, and any residual bark or stem				
	PC12. excess water is squeezed out from the fibers by hand or using simple tools	1	3	-	-
	PC13. check fibres for uniformity and cleanliness during this process	2	4	-	-
	PC14. spread out washed fibres and hung in the sun to dry for a few days	1	3	-	-
	Sorting and Grading	5	13	-	-
	PC15. fibers are sorted according to length, color, and strength	2	4	-	-
	PC16. fibers are grade into different quality levels, with finer, longer fibers being more valuable	1	3	-	-
	PC17. bundle jute fibers into bales for storage or transport to jute mills	1	3	-	-
	PC18. align the fibers and then spun into yarns and threads	1	3	-	-
	Weaving or Twisting	3	7	-	-
	PC19. weave jute yarn into fabric, which can be used for sacks, bags or textile	1	3	-	-
	PC20. twist jute yarn into thicker strands like ropes or twines	2	4	-	-
	NOS Total	30	70	-	-
HCS/N7419: Product design and development	Understanding Jute as a Material	8	16	-	-
	PC1. use jute fibers to make sturdy products like bags, rugs, coasters, dolls and home decor items	2	4	-	-
	PC2. learn about the properties, benefits, and limitations of jute fibers, including its durability, texture, eco-friendliness, and versatility in product design	2	4	-	-
	PC3. select appropriate jute materials for different products	2	4	-	-
	PC4. create how jute's natural qualities affect the design process	2	4	-	-
	Perform Research and Ideation	5	12	-	-
	PC5. identify trends, consumer needs, and design opportunities by doing market research	1	4	-	-

	PC6. develop creative product ideas by sketching and conceptualizing designs that meet both aesthetic and functional requirements	2	4	-	-
	PC7. look at what other artisans and manufacturers are producing helps identify gaps or areas for innovation	2	4	-	-
	Design Jute Products	9	22	-	-
	PC8. start by sketching initial ideas, deciding on the shape, size, style, and function of the product	2	5	-	-
	PC9. select the appropriate type of jute fiber (coarser for rugs, finer for fashion accessories)	1	4	-	-
	PC10. blend jute with other materials like cotton or leather can also enhance functionality or aesthetics	2	4	-	-
	PC11. translate design concepts into physical prototypes using appropriate jute processing and crafting techniques	2	5	-	-
	PC12. test and refine prototypes to ensure functionality, durability, and market readiness	2	4	-	-
	Product Development Process	8	20	-	-
	PC13. use traditional and modern techniques, involve hand-weaving, stitching, dyeing, or finishing processes	2	5	-	-
	PC14. use techniques like knotting, braiding, weaving, or embroidery with bright-colored threads or beads for decoration	2	5	-	-
	PC15. use tools like handlooms, sewing machines, and manual weaving techniques	2	6	-	-
	PC16. check the product meets quality standards, stitching, weaving patterns, and the overall structural integrity of the product	2	4	-	-
	NOS Total	30	70	-	-
HCS/N7420: Weaving and	Introduction to Jute Fibers	4	10	-	-
	PC1. obtain jute fiber from the stem of the jute plant	1	2	-	-
	PC2. learn about the properties of jute, including its strength,	1	2	-	-

Crafting techniques	texture, and environmental benefits.				
	PC3. learn about the different types of jute fibers and their uses in various products	1	2	-	-
	PC4. process of jute involves several stages, including harvesting, retting, stripping, washing, and drying	1	4	-	-
	Basic Weaving Techniques	3	6	-	-
	PC5. learn about the fundamental method of weaving (plain weave), where the warp and weft threads alternate in a simple pattern	1	2	-	-
	PC6. explore diagonal patterns (twill weave) that enhance texture and durability, ideal for bags and heavy-duty items	1	2	-	-
	PC7. learn the techniques used for creating sturdy and textured surfaces	1	2	-	-
	Advanced Weaving Techniques	11	24	-	-
	PC8. introduction to (Jacquard weaving) which is more complex patterns and designs that add visual interest to jute products	2	4	-	-
	PC9. learn about the knotting techniques to create decorative and functional elements for jute products, enhancing their aesthetic appeal	2	4	-	-
	PC10. create leno weave a strong and airy fabric by twisting pairs of warp threads around the weft	2	4	-	-
	PC11. float the weft threads over several warp threads before going under one (Satin Weave), resulting in a smooth, glossy surface	2	4	-	-
	PC12. weave two layers of fabric simultaneously (Double Weave), allowing for the creation of complex structures and designs	2	4	-	-
	PC13. add decorative technique (tapestry weaving) where different colored threads are woven together to create images or patterns	1	4	-	-
	Crafting Techniques	8	20	-	-
	PC14. add techniques for decorative elements such as	1	3	-	-

	embroidery, beads, or dye to enhance the visual appeal of jute products				
	PC15. use of sewing machines and hand stitching for assembling jute products, ensuring durability and strength	1	3	-	-
	PC16. use macrame is a knotting technique used to create decorative patterns and textures in jute products	1	3	-	-
	PC17. dye jute fibers using natural or synthetic dyes to add color and patterns to their product, techniques such as tie-dye or batik can create unique designs, making jute products more attractive to consumers and allowing for creative expression	1	3	-	-
	PC18. use techniques of winding jute fibers together to form shapes or braiding multiple strands to create thicker structures	2	4	-	-
	PC19. use coiling for making baskets and bowls, while plaiting is often applied in creating mats and decorative items	2	4	-	-
	Finishing Techniques	4	10	-	-
	PC20. create techniques for finishing jute products, including trimming, edging, and sealing, to enhance durability and appearance	1	2	-	-
	PC21. apply protective coatings or treatments to enhance the water resistance and longevity of jute products	1	2	-	-
	PC22. iron of jute products helps remove wrinkles and creases, giving them a crisp appearance	1	2	-	-
	PC23. add labels or tags to jute products helps provide information about the item, such as care instructions, brand identity, or eco-friendly certifications	1	4	-	-
	NOS Total	30	70	-	-
HCS/N7421: Packaging and Quality control	Understand Packaging Principles	4	8	-	-
	PC1. Identify different types of packaging materials suitable for jute products, including eco-friendly options	2	4	-	-
	PC2. Describe the role of packaging in protecting products and enhancing visual appeal	2	4	-	-
	Select Appropriate Packaging	8	20	-	-

	PC3. Choose materials that provide adequate protection while being compatible with jute products	2	5	-	-
	PC4. Evaluate packaging designs based on product type, size, and target market	2	5	-	-
	PC5. Demonstrate the ability to create effective packaging solutions that reflect brand identity	2	5	-	-
	PC6. Use colors, graphics, and typography that align with the product's style and appeal to consumer preferences	2	5	-	-
	Implement Quality Control Procedures	4	8	-	-
	PC7. Develop and apply quality control checklists to assess finished jute products for defects in craftsmanship, design, and functionality	2	4	-	-
	PC8. Identify and rectify common quality issues in jute products	2	4	-	-
	Conduct Quality Inspections	6	14	-	-
	PC9. Perform routine inspections at various stages of production, including after material preparation, during weaving or crafting, and before packaging	2	4	-	-
	PC10. Use measurement tools and techniques to verify product specifications	2	5	-	-
	PC11. Record the results of each inspection, noting any defects or areas for improvement	2	5	-	-
	Document and Report Quality Control Findings	8	20	-	-
	PC12. Maintain accurate records of quality control inspections and packaging processes	2	5	-	-
	PC13. Document specific details about each inspection, including the nature of any defects, their locations, and any patterns observed across multiple products	2	5	-	-
	PC14. Prepare summary reports that highlight key quality control metrics, such as the percentage of defective items, common defects, and improvements over time	2	5	-	-
	PC15. Share quality control findings with the production team and relevant stakeholder	2	5	-	-

	NOS Total	30	70	-	-
HCS/N8511: Entrepreneurship Skills for Jute Products Artisan	Creativity and Design Innovation	8	18	-	-
	PC1. ability to create unique and aesthetically pleasing jute products, incorporating innovative designs that meet market demands	2	6	-	-
	PC2. develop original designs for various jute items (e.g., bags, home decor)	3	6	-	-
	PC3. experiment with different textures, colors, and styles to enhance product appeal	3	6	-	-
	Market Research and Analysis	9	18	-	-
	PC4. gather and analyze data on jute product sales and market demand	3	6	-	-
	PC5. identify target customer segments and potential market gaps for new product development	3	6	-	-
	PC6. identify opportunities for new products and areas for improvement in existing offerings	3	6	-	-
	Brand Development and Marketing	5	11	-	-
	PC7. create a brand identity that reflects the values and uniqueness of jute products	3	5	-	-
	PC8. develop and implement marketing campaigns using social media, websites, and local events	2	6	-	-
	Customer Relationship Management	4	10	-	-
	PC9. address customer inquiries and complaints promptly and professionally	2	5	-	-
	PC10. implement feedback mechanisms to improve products and services based on customer input	2	5	-	-
	Sustainability Awareness	4	13	-	-
	PC11. use eco-friendly jute sourcing methods and minimize waste in production	2	7	-	-
	PC12. promote the environmental benefits of jute products to customers	2	6	-	-

	NOS Total	30	70	-	-
HCS/N9929: Working in a team	Interact with supervisor or superior	14	30	-	-
	PC1. comply with health, safety gender, and PwD (People with disability) related instructions applicable to the workplace	2	5	-	-
	PC2. actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender, and PwD awareness organized at the workplace.	2	5	-	-
	PC3. receive job orders and instructions from reporting supervisor and receive feedback on work standards.	2	5	-	-
	PC4. understand the work output requirements, targets, performance indicators and incentives.	2	5	-	-
	PC5. deliver quality work on time and report any anticipated reasons for delays and handover completed work to supervisor	3	5	-	-
	PC6. report on any grievances, production defects and any potential hazards.	3	5	-	-
	Work as a team by coordinating with colleagues within and outside the department and include inputs on PwD & Gender Sensitisation	6	10	-	-
	PC7. communicate maintenance and repair schedule proactively to the supervisor	3	5	-	-
	PC8. interact and clarify doubts on design, usage of materials & tools, quality & standards compliance, etc.	3	5	-	-
	Report and Document	15	25	-	-
	PC9. report in time for shortage or need of raw materials	3	5	-	-
	PC10. communicate with colleagues from within and other departments, clearly and effectively on all aspects to carry out the work among the team	3	5	-	-
	PC11. maintain the etiquette, use polite language, demonstrate responsible and disciplined behavior towards colleagues.	3	5	-	-
	PC12. put team over individual goals and multitask or share work where necessary supporting the colleagues.	3	5	-	-
	PC13. document all the details accurately relating to ones role	3	5	-	-

	as required.				
	Total Marks	35	65	-	-
HCS/N9931: Maintain health and safety at workplace	Comply with health, safety, and security requirements at work	30	70	-	-
	PC1. Comply with health and safety related instructions applicable to the workplace.	2	6	-	-
	PC2. Use and maintain personal protective equipment as per protocol.	2	6	-	-
	PC3. Carry out own activities in line with approved guidelines and procedures	2	6	-	-
	PC4. Maintain a healthy lifestyle and guard against dependency on intoxicants.	2	6	-	-
	PC5. Follow environment management system related procedures	2	4	-	-
	PC6. Store materials and tools in line with manufactures and organizational requirements	2	3	-	-
	PC7. Safely handle and move waste and debris.	1	3	-	-
	PC8. Minimize health and safety risks to self and other due to own actions.	2	4	-	-
	PC9. Seeks clarifications from supervisors or other authorized personnel in case of perceived risks	1	3	-	-
	PC10. Monitor the workplace and work processes for potential risks and threats.	1	3	-	-
	PC11. Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned	2	3	-	-
	PC12. Report hazards and potential risks/threats to supervisors or other authorized personnel	3	4	-	-
	PC13. Participate in mock drills/ evacuation procedures organized at the workplace	2	3	-	-
	PC14. Undertake first aid, fire-fighting and emergency response training, if asked to do so	2	4	-	-
	PC15. Take action based on instructions in the event of fire,	2	6	-	-

	emergencies or accidents				
	PC16. follow organisation procedures for evacuation when required	2	6	-	-
	NOS Total	30	70	-	-
HCS/N9934: Managing Personal Sanitation	Adopt healthy work practices	18	48	-	-
	PC1. always cover the mouth and nose with a dust mask while working and keep on changing when it gets blocked with dust	3	8	-	-
	PC2. wear safety shoes while visiting the production unit to avoid any damage	3	8	-	-
	PC3. wear personal protective equipment while visiting the different departments during production. orexample mask in the washing section, glasses and mask in an assembly line, and gloves in the printing section, etc.	3	8	-	-
	PC4. always wash sanitize your hands after a factory unit before touching any document, laptop, cell phone, etc.	3	8	-	-
	PC5. undergo preventive health checkups at regular intervals.	3	8	-	-
	PC6. take prompt treatment from the doctor in case of illness.	3	8	-	-
	Achieve work productivity while maintaining health	12	22	-	-
	PC7. follow SOPs for dealing with blisters; scratches; accidental fires or any other type of emergencies at work	4	7	-	-
	PC8. ensure no productivity loss or absenteeism from work due to illness	4	7	-	-
	PC9. ensure no long-term ill effect on personal health.	4	8	-	-
	Total Marks	30	70	-	-
DGT/VSQ/N0102: Employability Skills (60 Hours)	Introduction to Employability Skills	1	1	-	-
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	Constitutional values – Citizenship	1	1	-	-
	PC3. recognize the significance of constitutional values,				

	including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	Becoming a Professional in the 21st Century	2	4	-	-
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
	Basic English Skills	2	3	-	-
	PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
	PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	Career Development & Goal Setting	1	2	-	-
	PC10. understand the difference between job and career	-	-	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
	Communication Skills	2	2	-	-
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
	PC13. work collaboratively with others in a team	-	-	-	-
	Diversity & Inclusion	1	2	-	-
	PC14. communicate and behave appropriately with all genders				

	and PwD	-	-	-	-
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	Financial and Legal Literacy	2	3	-	-
	PC16. select financial institutions, products and services as per requirement	-	-	-	-
	PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
	Essential Digital Skills	3	4	-	-
	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
	PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
	Entrepreneurship	2	3	-	-
	PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
	PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
	PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
	Customer Service	1	2	-	-
	PC26. identify different types of customers	-	-	-	-
	PC27. identify and respond to customer requests and needs in				

	a professional manner.	-	-	-	-
	PC28. follow appropriate hygiene and grooming standards	-	-	-	-
	Getting ready for apprenticeship & Jobs	2	3	-	-
	PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
	PC31. apply to identified job openings using offline/online methods as per requirement	-	-	-	-
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	Total Marks	20	30	-	-
	Grand Total	269	631		

Annexure 7: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

<1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
-

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified
-

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
-

5. Method of verification or validation:

- Surprise visit to the assessment location
- ...

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
-

On the Job:

1. Each module (which covers the job profile of Jute Products Artisan) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT

4. Assessment of each Module will ensure that the candidate is able to:

- Effective engagement with the customers
- Understand the working of various tools and equipment....>

Annexure 8: Acronym and Glossary

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
National Occupational Standards (NOS)	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.
Qualification	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
Qualification File	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.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf