

QUALIFICATION FILE

Modeller - Ceramics

☒ 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@hcssc.in

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Section1: Basic Details

1.	Qualification Name	Modeller - Ceramics	
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-01736-2023-V1.1-HCSSC Version of qualification: 2.0	Qualification Name of the existing version: <i>(previous, once approved)</i> Modeller (Ceramics)
4.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval)</i>	NQR Code: QG-3.5-HC-04013-2025-V2-HCSSC Version of qualification: 3.0	5. NCrf/NSQF Level: <i>NSQF Level</i> 3.5
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	A ceramics modeller is an artisan who designs, shapes, and creates ceramic items like sculptures, pottery, and decorative pieces. They work with materials such as clay, porcelain, or stoneware, molding them into unique forms and often adding textures or designs. Skilled in both traditional and modern techniques.	

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>11th Grade 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- year 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	11th Grade pass		2	8th Grade pass	1-year relevant experience	3	5th grade pass	2.5- year 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
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2	8th Grade pass	1-year relevant experience																						
3	5th grade pass	2.5- year 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 Recomm ended (Hours)</th><th>Total (Hours)</th></tr> </thead> <tbody> <tr> <td>Classroom (offline)</td><td>160 (includi ng 40 hrs. of</td><td>260 (includin g 20 hrs. of ES</td><td></td><td></td><td>420</td></tr> </tbody> </table>						Training Delivery Modes	Theor y (Hours)	Practica l (Hours)	OJT Mandatory (Hours)	OJT Recomm ended (Hours)	Total (Hours)	Classroom (offline)	160 (includi ng 40 hrs. of	260 (includin g 20 hrs. of ES			420						
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			ES modul e)	module)			
		Online					
		(Refer Blended Learning Annexure for details)					
13.	Aligned to NCO/ISCO Code/s (if code is not available, then mention the same)	NCO-2015/8181.1100					
14.	Progression Path After Attaining the Qualification (Please show Professional and Academic progression) (wherever applicable)	Vertical Progression Quality Check Technician- Ceramics (Level 4)					
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 & Supporting ABs)	Name: Mr. Krishan Kumar Email: ceo@hcssc.in Contact No.: 011-26139834 Website: www.hcssc.in			
22.	Final Approval Date by NSQC: 3.0/04/2025	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- T- Ma n.	OJT- Rec.	Total	Th.	Pr.	Proj .	Viv a	Total	Weightage (%) (if applicable)
1.	Determine Market and Customer cues	HCS/N0203 NOS Version 1.0	Core	3.5	2	20:00	40:00	NA	00:00	60:00	32	68	-	-	100	
2.	Make master models for production line	HCS/N0204 NOS	Core	3.5	4	40:00	80:00	NA	00:00	120:00	26	74	-	-	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)
		Version 1.0														
3.	Entrepreneurship skills for modeller (ceramics)	HCS/N8516 NOS Version 1.0	Core	3.5	2	20:00	40:00	NA	00:00	60:00	30	70	-	-	100	
4.	Working in a team	HCS/N9929 NOS Version 1.0	Non-core	3.5	1	10:00	20:00	NA	00:00	30:00	35	65	-	-	100	
5.	Maintain health and safety at workplace	HCS/N9931 NOS Version 1.0	Non-core	3.5	1	10:00	20:00	NA	00:00	30:00	30	70	-	-	100	
6.	Maintain Personal Sanitation	HCS/N9934 NOS Version	Non-core	3.5	1	10:00	20:00	NA	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)
		1.0														
7.	Managing people and Resources in Business	HCS/N9940 NOS Version 1.0	Non-core	3.5	1	10:00	20:00	NA	00:00	30:00	35	65	-	-	100	
8.	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	160:00	260:00	NA	00:00	420:00	238	512	-	-	750	

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 2 years' experience in the relevant sector and 1 year of teaching experience
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduate with 3 years' experience in the relevant sector and 4 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 creating master model based on market cues
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 creating master model based on market cues

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 creating master model based on market cues
4.	Assessment Mode (Specify the assessment mode)	Blended
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☒ Yes ☐ No (details to be provided in Annexure-if it is different for Assessment)

Section 5: Evidence of Need for the Qualification

Provide Annexure/Supporting documents name.

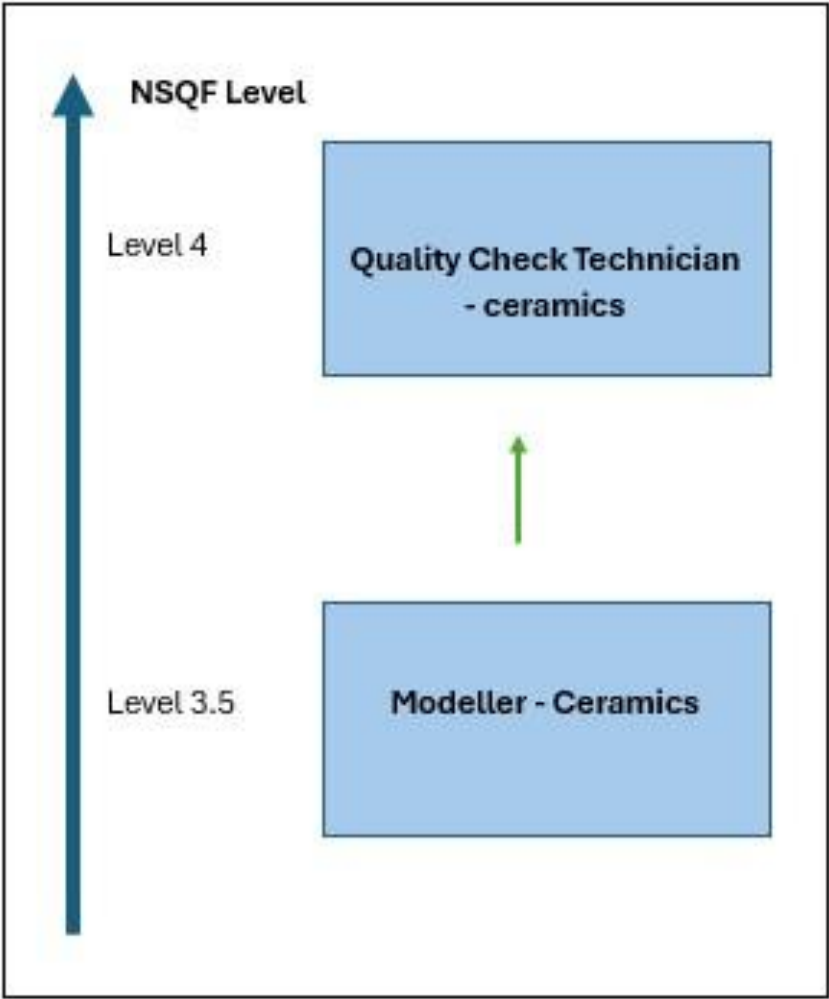
1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 30
5.	Estimated nos. of persons to be 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	Annexure 1
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	(Mandatory)	
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 <i>(Mandatory)</i>	Annexure 6
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 Knowledge/Process	The incumbent works in the familiar and predictable routine of creating models from customer cues and brief in ceramics manufacturing. The situation of clear choice is evident through the following examples • select suitable ratios for making designs • select the appropriate raw materials to make the sample mould • check if the designs are amenable to the product shape and dimension This is not of level 4 which requires the clear choice of procedures, as here the procedure is standardized by the direction of the director Example: • receive the defects, tests, acceptance criteria, and sampling plan list from	This is at level 3.5, it requires a clear choice of procedures, as here the procedure is standardized by the direction of the supervisor Example • analyze market and customer cues • interpret the cues as designs • check quality and productivity standards • prepare raw materials required for making the master model • perform the process of master model making • check the master model quality and productivity standards	3.5

	the technical director and understand the same		
Professional and Technical Skills/ Expertise/ Professional Knowledge	The incumbent has factual knowledge of the field of knowledge or study which is, in this case, includes designing Examples: - designing principles 3D perception - shape awareness - the fitment between designs, thickness, product dimensions, and end product usage - basic geometry - usage of the right shades - This is not level 5 as there is a requirement of principles and general concepts at level 5 which is not required here. Also not level 3 as this level as outlined above requires factual knowledge of the field of study and not mere basic facts, process, and principle knowledge of trade of employment.	It is at level 3.5 as this level as outlined above requires factual knowledge of field of study and not mere basic facts, process and principle knowledge of trade of employment	3.5
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Most of the work involves recall and demonstration of practical skill, is routine and repetitive, and in a narrow range of applications. The incumbent	This is at level 3.5 as it is missing required cognitive skills and range of methods for problem solving which is for level 5. Not level 4 as there is	3.5

	also uses appropriate rules and tools and quality concepts to complete their work. This is evident through • visualize in a three-dimensional space how the designs would look • make the sample designs using the appropriate tools and templates • check if the designs are amenable to the product shape and dimension • draw the sample designs with the dimensions • This is not level 5 as it is missing required cognitive skills and a range of methods for problem-solving. Not level 3 as there is • independent work and not mere assisting, at the same time there are variables involved.	independent work and not mere assisting, at the same time there are variables involved.	
Broad Learning Outcomes/Core Skill	The incumbent needs language to communicate written or oral, with required clarity, to interact with customers, various departments, supervisors, personnel, and teams, confirm	Written and oral communication is required with clarity so its level 3.5	3.5

	requirements and communicate the same for shared understanding. Also prepare a range of routine documentation. Examples: • interface with cross-functional teams to brainstorm on the designs • understand the target customer taste and preference • disseminate the specifications from the sample to the mold making team • interact and understand the production requirement for the day from the previous and successive processing department and work accordingly • communicate and discuss workflow-related difficulties to find solutions with mutual agreement The incumbent also needs skill about basic arithmetic and algebraic principles, for calculating various quantities and		
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	parameters, etc. For example: • weigh the materials in the right proportion • make calculations on the overall design: model ratios • select suitable ratios for making		
Responsibility	The incumbent works with responsibility for their work and learning, which is evident from the incumbent's deliverables, and also there is no responsibility for the learning of others therefore this is not level 5. • ensure that the design echoes the market and customer cues • decide on the possibility/capability of creating the required design with the resource available • interface with cross functional teams to brainstorm on the designs	Responsible for own work and learning therefore at level 3.5	3.5

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	kerosene	A big, powerful saw that stays on a table and helps cut wood into straight pieces.	4 Litres
2	chalk powder	Handheld tools that you squeeze to grip, hold, or bend things, like wires or small objects.	4 kg
3	cement	Sharp tools you can use to carve or shape wood by hitting them with a hammer	3 Kg
4	fine pen	Rough files used for smoothing or shaping wood, metal, or plastic by rubbing them against the material.	18 Pair
5	sieve	A small saw you use with your hands to cut wood, like a tree branch or a board.	6 Eqpt Nos
6	hammer	Tools for smoothing rough edges and shaping materials by rubbing them against the object.	6 Types
7	blender	Sand paper used to make things smooth, like wood or metal, by rubbing it against the surface	4 Types
8	plaster of paris	Metal pins with flat heads used to hold things together by pounding them into objects	4 Kg
9	black clay	Thin layers of wood or other materials used to cover and improve the appearance of furniture or other surfaces	4 Kg
10	mud clay	Glue or substances that stick things together, like	4 Kg

		wood, paper, or plastic when applied to them	
11	Ball clay	A highly plastic clay used for pottery, providing strength, flexibility, and smoothness to ceramic items	4 Kg
12	Electric Wheel	A motorized pottery wheel used to shape and form clay easily with adjustable speeds.	4 Eqpt Nos
13	Turning Wheel	A manual or electric wheel used in pottery to refine, trim, and shape clay pieces after initial formation	4 Eqpt Nos

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	Mahamana Ceramic Development Organization	Dr. K.L. Sharma	CEO	34, Hazratpur, Agwal Crossing, Khurja-Aligarh Bypass, Khurja-203131(UP)	98100446600	mahamanaceramic@gmail.com	

2	Bidula Clay Studio	P.B. Bidula	Proprietor	Kizhakkeputhalatha HO, Kozikode-673303 (Kerala)	9400536408	Pbbidula999@gmail.com	
3	Mati Srijan	Mrs. Meenakshi Rajendra	Director	C-46, Street No.-15, Madhu Vihar Market, IP Extension, New Delhi-110092	9810148561	meenakshi251272@gmail.com	
4	K.L .Mati kala Aangan	Lakhmi Narayan	Proprietor	Rahila Road, Chhavi Jhajjar- 124103 (HR)	9817250041	klmatikalaangan@gmail.cim	
5	Pakhi Creation	Dr. Namita Mandal	Proprietor	MIG-302, Girnar hills Near Malhotra college, BDA road, Awadhpuri-462022, Bhopal (Madhya Pradesh)	9165014165	pakhicreations39@gmail.com	
6	MSME	BHATERI DEVI	Artisan	764,Chawani Mohala, Jhajjar- 124103 (HR)	9991013251		
7	MSME	CHHAIL BIHARI PRAJA	Artisan	Chandra Nagar, Chhattarpur- 471101 (MP)	9754536421		
8	MSME	DEV KARAN	Artisan	Chhawani, Jhajjar-124103 (HR)	9991013251		
9	MSME	DEVIDEEN PRAJAPATI	Artisan	152 Ward no.-6, Chandranagar, Chhattarpur- 471101	9981316985		
10	MSME	Hira Bai Prajapati	Artisan	152 Ward No.-6, Chandra Nagar, Chhattarpur-471101 (MP)	9981321689		
11	MSME	Jeevanlal Prajapati	Artisan	71 W/NO. 19 Lalpur, Ramnagar, Chhattarpur-	9770316143		

				471625 (MP)			
12	MSME	Kamlesh	Artisan	Raina Colony, Jhajjar-124103 (HR)	9812080797		
13	MSME	Krishan Kumar	Artisan	206, Jatiya Mohalla, Jhajjar-124103 (HR)	9416188169		
14	MSME	Lakshmi Narayan	Artisan	Chhavni Mohalla, Ward No.-14, Jhajjar, Harayana-124103	7404526806		
15	MSME	Maman Chand	Artisan	Chhawani, Jhajjar-124103 (HR)	7404066856		
16	MSME	Nikhil Paul	Artisan	Mata khali, Bardhaman West Bengal.	9957997969		
17	MSME	Parvati Prajapati	Artisan	Lalpur, Ramnagar, Chhattarpur-471625 (MP)	9893955029		
18	MSME	Poonam Prajapati	Artisan	Ward no.-3 Kharka, Rampur Chhattarpur-471101	7725094813		
19	MSME	Prakash	Artisan	Machhipur Khurja, Bulandshahar -203131 (UP)	NA		
20	MSME	Prem Chand	Artisan	Chhawani Mohalla, Jhajjar, Harayana-124103	7206504070		
21	MSME	Pushpa Prajapati	Artisan	Mahroad, Chandra Nagar, Chhattarpur-471101 (MP)	7024030125		
22	MSME	Rajbir Singh	Artisan	Chhwani Mohalla, Jhajjar-124103 (HR)	8059178170		

23	MSME	Radha Prajapati	Artisan	Chandra Nagar, Chhattarpur-471101 (MP)	8959961640		
24	MSME	Ravindra Prajapati	Artisan	Mahal Road, Chandra Nagar, Chhattarpur-471101	9752734083		
25	MSME	Raj Kumar Prajapati	Artisan	204 Ward No.-5, Dhamna, Chhattarpur-471101 (MP)	9575873126		
26	MSME	Rekha	Artisan	Jhajjar-124103 (HR)	7404066856		
27	MSME	Roshini Devi	Artisan	Bhatti Gate, Jhajjar-124103 (HR)	8059178170		
28	MSME	Sachin Kumar	Artisan	Machhipur Khurja, Bulandshahar -203131 (UP)	8126040944		
29	MSME	Shasikant prajapati	Artisan	W/NO.-3, Kharka, Rampur, Chhattarpur-471101 (MP)	8959345778		
30	MSME	Sheela Devi	Artisan	Chhwani Mohalla, Jhajjar-124103 (HR)	7206504070		
31	MSME	Shiv Raj	Artisan	Ward No.-15, Raniya Colony, Jhajjar, Harayana-124103	9812080797		
32	MSME	Sunil Kumar	Artisan	Chhwani Mohalla, Jhajjar-124103 (HR)	9896774377		
33	MSME	Sunita	Artisan	Chhawani, Jhajjar-124103 (HR)	NA		
34	MSME	Suraj Bhan	Artisan	Ward no.-14, Mohalla Chavni, Jhajjar-124103 (HR)	9812440249		

35	MSME	Yadvendra Prajapati	Artisan	Mahal Road, Chandranagar, Chhattarpur- 471101 (MP)	9752734083		
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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
2023-24	750	Self-employment	Approx. 60%	Self-employment	N/A	N/A
2024-25	1000	Self-employment	Approx. 60%	Self-employment	N/A	N/A
2025-26	1250	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
3.0	2021-2022	-	-	-	-	More than 60%	More than 60%	More than 60%	Self-employed	NA	NA	NA	NA
3.0	2022-2023	250	200	200	Self-employed	More than 60%	More than 60%	More than 60%	Self-employed	NA	NA	NA	NA
3.0	2023-2024	400	300	300	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:

☐ 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
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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/N0203: Determine Market and Customer cues	analyze market and customer cues	12	24	-	-
	PC1. determine various market trends and customer cues from merchandiser	2	4	-	-
	PC2. analyze market preference of product design to create the master model	2	4	-	-
	PC3. examine preferences and design specifications from cues	2	4	-	-
	PC4. convert cues into designs as per the job specification	2	4	-	-
	PC5. check current market designs and trends for making the master model	2	4	-	-
	PC6. interact with cross functional teams to brainstorm on the designs and its functionalities	2	4	-	-
	interpret the cues as designs	14	29	-	-
	PC7. place raw material in prescribed quantities required for model making	2	4	-	-
	PC8. compute various standard parameters to imprint designs on the model	2	4	-	-
	PC9. inspect the design in a three-dimensional space to check the job specifications	2	4	-	-
	PC10. create sample designs as per the approved design specifications	2	4	-	-
	PC11. check if the designs are amenable to the product shape and dimension	2	4	-	-
	PC12. transfer the sample designs to the moulders	2	4	-	-
	PC13. prepare the sample template to store the various sample designs	2	5	-	-
	PC14. inspect quality standard parameters to ensure that models for conformity with the product	2	5	-	-

	PC15. ensure that there is no wastage of the materials	2	5	-	-
	PC16. analyze that design meets market and customer requirement	2	5	-	-
	Total Marks	32	68	-	-
HCS/N0204: Make master models for production line	prepare raw materials required for making the master model	7	17	-	-
	PC1. identify raw materials like ball clay, mud clay, black clay, plaster of paris, etc. for making the master model	1	2	-	-
	PC2. collect required raw materials and tools like a chisel, fine pen, sieve in prescribed quantities	1	2	-	-
	PC3. prepare collected clay by breaking down solid pieces of mud and blend it with water prior to the casting stage by using appropriate tools like blender, hammer, etc.	1	2	-	-
	PC4. perform the sieving process of blended mixture using sieve of fine mesh to remove tiny stone pieces	1	2	-	-
	PC5. explain the importance of letting dry sieved mixture for two days to make it of right consistency	1	3	-	-
	PC6. arrange raw materials carefully for further usage in making appropriate master model	1	3	-	-
	PC7. deliver remaining raw material to the designated storage locations	1	2	-	-
	perform the standard process of master model making	8	24		
	PC8. perform the standard process for creating a master model to create mould for casting either by plaster of paris or clay	1	3	-	-
	PC9. perform the process of placing a lump on the turning wheel	1	3	-	-
	PC10. demonstrate the process of shaping clay on the turning wheel	1	3	-	-
	PC11. demonstrate the process of giving basic shape to master model by hands	1	3	-	-
	PC12. provide correct stance and detailing to master model	1	3	-	-

	using sculpting tools like a chisel, sharp pen, etc.				
	PC13. prepare slurry like mixture of plaster of Paris, cement and water for making mould.	1	3	-	-
	PC14. ensure removing extra materials sticking to the mould using a chisel once the mould is dried.	1	3	-	-
	PC15. demonstrate the standard process of dusting chalk powder inside mould to avoid sticking of clay cavities	1	3		
	perform the standard process of master model making by using electric wheel	4	12		
	PC16. select high-quality clay and ensure all tools are within reach	1	3	-	-
	PC17. knead the clay thoroughly to remove air bubbles and achieve a smooth consistency	1	3	-	-
	PC18. place the clay on the electric wheel and center it by pressing it down and inward with steady hands	1	3	-	-
	PC19. use shaping tools (like ribs and sponges) to smooth and refine the surface	1	3	-	-
	check master model quality and productivity standards	7	21		
	PC20. inspect master model based on the quality standard parameters to ensure the master model is created as per standard procedures	1	3	-	-
	PC21. ensure no excess clay is chipped to master model	1	3	-	-
	PC22. maintain records of inspection results/tests	1	3	-	-
	PC23. ensure that there is no wastage of materials	1	3	-	-
	PC24. prepare a sample template to collect information during inspection based on master model	1	3	-	-
	PC25. ensure there are no process delays	1	3	-	-
	PC26. achieve periodical targets set by the supervisor	1	3	-	-
	Total Marks	26	74	-	-
HCS/N8516:	Market Research and Analysis	3	9	-	-
Entrepreneurship	PC1. identify current trends in ceramic arts, including popular	1	3	-	-

skills for modeller (ceramics)	designs, colors, and finishes				
	PC2. identify target customer preferences, whether it's in home decor, functional ware, or custom art pieces	1	3	-	-
	PC3. analyze competitors' offerings and pricing to find a unique selling point	1	3	-	-
	Product Development and Innovation	3	8	-	-
	PC4. experiment with new ceramic techniques, shapes, or styles to offer unique products	1	3	-	-
	PC5. develop a signature style that differentiates the ceramics products from others	1	3	-	-
	PC6. innovate by incorporating customer feedback, possibly creating custom designs or limited-edition collections	1	2	-	-
	Financial Management	3	9	-	-
	PC7. budget for materials, equipment, workshop costs, and production time effectively	1	3	-	-
	PC8. set prices that cover costs, including raw materials, labor, and overheads, while staying competitive in the market	1	3	-	-
	PC9. keep track of expenses, revenues, and inventory to monitor the financial health of the business	1	3	-	-
	Branding and Marketing	3	8	-	-
	PC10. build a brand identity that reflects the style and appeals to the target audience	1	2	-	-
	PC11. use social media platforms, websites, and art marketplaces to showcase and sell your work	1	3	-	-
	PC12. network at local art fairs, markets, and galleries to expand visibility and credibility	1	3	-	-
	Sales and Customer Relationship Management	3	9	-	-
	PC13. develop an engaging and professional approach to customer interactions	1	3	-	-
	PC14. offer after-sales services, like repair or customization options, to enhance customer loyalty	1	3	-	-

	PC15. gather and act on customer feedback to improve product offerings and service quality	1	3	-	-
	Logistics and Supply Chain Management	4	9	-	-
	PC16. identify reliable suppliers for high-quality clay, glazes, tools, and kilns	1	3	-	-
	PC17. ensure timely and safe delivery of products, especially for delicate items	2	3	-	-
	PC18. create a plan for managing inventory, including storage and order fulfillment	1	3	-	-
	Legal and Regulatory Compliance	6	9	-	-
	PC19. create local regulations regarding handmade ceramics, especially for items that may come in contact with food or beverages	2	3	-	-
	PC20. register your business and acquire necessary permits or licenses	2	3	-	-
	PC21. protect intellectual property, like unique designs, through trademarks or copyrights if applicable	2	3	-	-
	Continuous Learning and Adaptability	5	9	-	-
	PC22. stay updated on new techniques, tools, and ceramic trends to refine skills	2	3	-	-
	PC23. participate in workshops, craft fairs, and ceramics exhibitions for exposure and skill enhancement	1	3	-	-
	PC24. adapt to changing customer preferences and market dynamics to stay competitive	2	3	-	-
	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 as required.	3	5	-	-
	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, emergencies or accidents	2	6	-	-
	PC16. Follow organization procedures for evacuation when required	2	6	-	-
	Total Marks	30	70	-	-
HCS/N9934:	Adopt healthy work practices	18	48	-	-

Maintain Personal Sanitation	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	-	-
	NOS Total	30	70	-	-
HCS/N9940: Managing people and Resources in Business	People management	3	6	-	-
	PC1. arrange Interactive meetings of managers of sales and production teams and categorize the issues and feedbacks of both the teams	1	2	-	-
	PC2. train the employees of his/her unit with the appropriate skills required to make marketrelevant and quality products	1	2	-	-
	PC3. motivate the employees	1	2	-	-
	Product planning	8	16	-	-
	PC4. compile a report based on old production reports	1	2	-	-
	PC5. address the issues faced in previous productions and try to resolve them	1	2	-	-
	PC6. gather and analyze the cues from the market	1	2	-	-

	PC7. ascertain the customer preference	1	2	-	-
	PC8. develop product range lines based on current market preference	1	2	-	-
	PC9. develop product range lines that are unique and able to price high	1	2	-	-
	PC10. price the products according to market trends	1	2	-	-
	PC11. identify the competent marketing strategy for the product range	1	2	-	-
	Procurement of raw materials	7	14	-	-
	PC12. list of the raw material s and prepare a B.O.M according to the product lines	1	2	-	-
	PC13. ascertain the quantity and right price to procure the materials	1	2	-	-
	PC14. identify the right locations/agents from where the raw materials can be procured	1	2	-	-
	PC15. negotiate to get the best price	1	2	-	-
	PC16. ensure quality materials are procured	1	2	-	-
	PC17. ensure the procured materials are stored in appropriate conditions	1	2	-	-
	PC18. compile a record of price quotations, POs, and bills of procurement for future reference	1	2	-	-
	Market interfacing	7	14	-	-
	PC19. maintain a healthy and professional relationship with vendor	1	2	-	-
	PC20. the competitive market falls in order with the company policies of best price, quality, and delivery parameters	1	2	-	-
	PC21. analyze the prevalent price for product lines	1	2	-	-
	PC22. decide on the most effective means to access the market	1	2	-	-
	PC23. plan for cost-effective transportation to the market	1	2	-	-
	PC24. position the product according to market requirements	1	2	-	-

	PC25. identify and address the expectations of customer	1	2	-	-
	Financial management	4	8	-	-
	PC26. analyze and ascertain the cost of production	1	2	-	-
	PC27. maintain the book of accounts related to the business	1	2	-	-
	PC28. maintain export documents like a letter of credit, custom clearance	1	2	-	-
	PC29. identify cost-effective means of running the business	1	2	-	-
	Record keeping	6	7	-	-
	PC30. identify various aspects of business that require recording	1	2	-	-
	PC31. design formats for recording	1	1	-	-
	PC32. compile various records of all aspects of the business	1	1	-	-
	PC33. maintain these records with periodic updations	1	1	-	-
	PC34. maintain necessary documents as per local government and regulatory requirements	1	1	-	-
	PC35. reframe the procurement strategy according to local scenarios like weather conditions, transport strikes, affected prices, etc.	1	1	-	-
	Total Marks	35	65	-	-
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		238	512		

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 Modeller-Ceramics) 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