

QUALIFICATION FILE

Papier Mache 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 4**

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	Papier Mache 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> NQR Code: 2022/HC/HCSSC/06740 Version of qualification: 3.0	Qualification Name of the existing version: <i>(previous, once approved)</i> Paper Mache Products Artisan
4.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval)</i>	NQR Code: QG-04-HC-04014-2025-V2-HCSSC Version of qualification: 4.0	5. NCrf/NSQF Level: <i>NSQF Level 4</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	A Papier Mache Products artisan is skilled in crafting decorative and functional items using a paste of paper pulp or paper strips mixed with adhesives. These artisans create beautifully designed items such as toys, masks, figurines, vases, and decorative products, often incorporating traditional or intricate motifs. The process involves molding, drying, and painting the Paper Mache Products.	

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>12th grade pass</td><td></td></tr> <tr> <td>2</td><td>8th grade pass</td><td>1.5-year relevant experience</td></tr> <tr> <td>3</td><td>5th grade pass</td><td>3-year relevant experience</td></tr> <tr> <td>4</td><td>Ability to Read and Write</td><td>5-year relevant experience</td></tr> <tr> <td>5</td><td>Previous relevant qualification of NSGF Level3.5</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	12th grade pass		2	8th grade pass	1.5-year relevant experience	3	5th grade pass	3-year relevant experience	4	Ability to Read and Write	5-year relevant experience	5	Previous relevant qualification of NSGF Level3.5	1.5 Year relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)																						
1	12th grade pass																							
2	8th grade pass	1.5-year relevant experience																						
3	5th grade pass	3-year relevant experience																						
4	Ability to Read and Write	5-year relevant experience																						
5	Previous relevant qualification of NSGF Level3.5	1.5 Year relevant experience																						
9. Credits Assigned to this Qualification (as per National Credit Framework (NCrF))	16		10. Common Cost Norm Category (I/II/III) (wherever applicable): II																					
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>180 (includi ng 40 hrs. of ES)</td><td>300 (Includin g 20 hrs. of ES)</td><td></td><td></td><td>480</td></tr> </tbody> </table>						Training Delivery Modes	Theor y (Hours)	Practica l (Hours)	OJT Mandatory (Hours)	OJT Recomme nded (Hours)	Total (Hours)	Classroom (offline)	180 (includi ng 40 hrs. of ES)	300 (Includin g 20 hrs. of ES)			480						
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		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/ 8143.9900					
14.	Progression Path After Attaining the Qualification (Please show Professional and Academic progression) (wherever applicable)	Vertical Progression Paper Mache Art Promoter (Level 4.5) Horizontal Progression Craft specialist- Paper Mache (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	Name: Mr. Krishan Kumar Email: ceo@hcsc.in					

	(In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Contact No.: 011-26139834 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.	Carry out the process of making paper pulp	HCS/N4401 NOS Version 3.0	Core	4	4	40:00	80:00	NA	00:00	120:00	34	66	-	-	100	
2.	Carry out the process of making Paper Mache Products	HCS/N4606 NOS Version 1.0	Core	4	5	50:00	100:00	NA	00:00	150:00	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)
3.	Entrepreneurship Skills for Paper Mache Products Artisan	HCS/N8515 NOS Version 1.0	Core	4	2	20:00	40:00	NA	00:00	60:00	30	70	-	-	100	
4.	Maintain Health, Safety, and Security at Workplace	HCS/N9913 NOS Version 1.0	Non-core	4	1	10:00	20:00	NA	00:00	30:00	30	70	-	-	100	
5.	Coordinate with colleagues and work as a team	HCS/N9901 NOS Version 6.0	Non-core	4	1	10:00	20:00	NA	00:00	30:00	35	65	-	-	100	
6.	Maintain Work Area and Tools	HCS/N9912 NOS Version 1.0	Non-core	4	1	10:00	20:00	NA	00:00	30:00	30	70	-	-	100	
7.	Employability &	DGT/VSQ	Non-	4	2	40:00	20:00	NA	00:00	60:00	20	30	-	-	50	

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)
	Entrepreneurship Skills	/N0102 NOS Version 1.0	core				0		0							
Duration (in Hours) / Total Marks					16	180:00	300:00	NA	00:00	480:00	209	441	-	-	650	

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
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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 making paper mache products out of paper pulp
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 making paper mache products out of paper pulp
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 making paper mache products out of paper pulp
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.

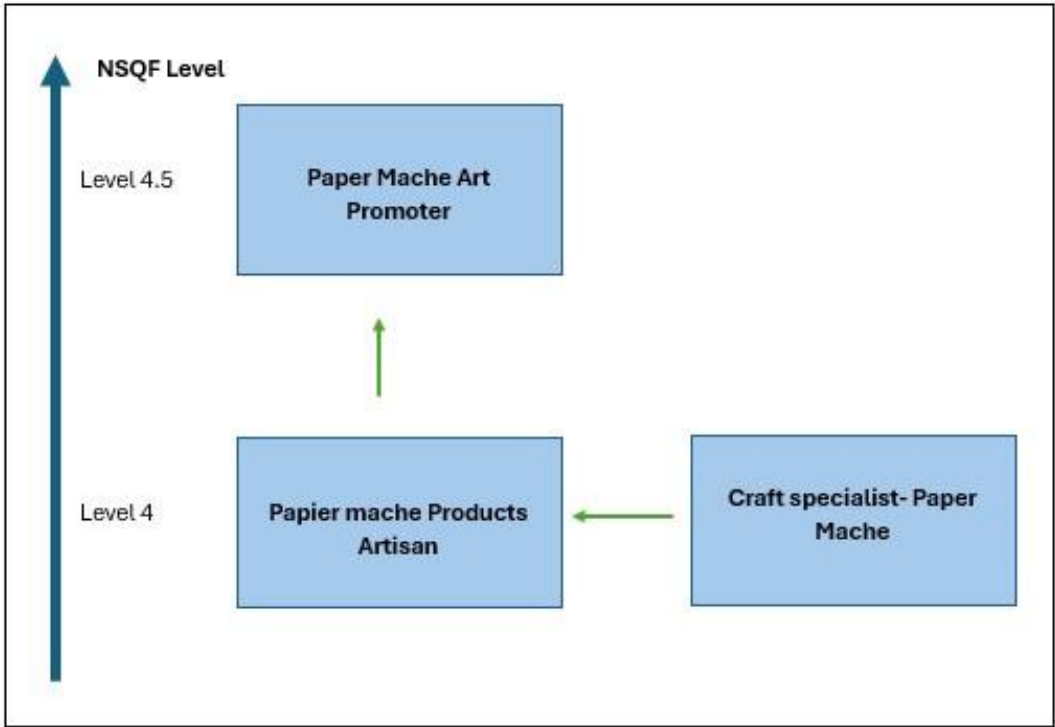
1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 30
5.	Estimated nos. of persons to be 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 (Mandatory)	Annexure 1
2.	Annexure: List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Annexure 2
3.	Annexure: Detailed Assessment Criteria (Mandatory)	Annexure 6
4.	Annexure: Assessment Strategy (Not Mandatory)	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 a 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's role as Sakhta maker is responsible for making Sakhta out of paper pulp passing	The situation of clear choice (descriptor of level 4) is evident	4

	through various stages of preparation beginning from paper cutting, paper soaking etc	through the following examples The Sakhta maker is also known as Sakhta saaz or kalib. He is responsible for manually making sakhta out of paper. Example • Preparation of Paper Pulp • Making of Sakhta • Making paper mache products	
Professional and Technical Skills/ Expertise/ Professional Knowledge	The incumbent has factual knowledge of field of knowledge or study which is in this case includes designing Examples: • put strips of paper in suitable container (drum) • add sufficient water to drum to soak paper • allow it to soak for 3-4 days • remove the soaked paper and transfer to stone mortar • pound the paper with wooden pestle • put the pounded material under sun/shade to allow it to dry partially under open atmosphere • prepare separately rice flour (atiji) with dissolving of rice flour in water and mixing while heating	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 field of study and not mere basic facts, process and principle knowledge of trade of employment.	4

	• cool the atiji so formed • Mix this atiji with partly dried pounded paste of paper. it turns into a natural adhesive called paper pulp • select the mould as per design required • put ordinary paper as separator for papier mache shape former. the separator is fixed to the mould with the help of atiji • keep on putting paper pulp over the separator to develop the object of papier mache as per size • leave it to dry for 4-5 days • cut the dried object with sharp knife or suitable cutter to separate the object where relevant • join the separated object with fevicol suitable glue available in the market • allow it to dry till it joins firmly		
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Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Most of the work involves complying and adhering to the guidelines with no major task of application. This is evident through the following Examples: • put strips of paper in suitable container (drum) • add sufficient water to drum to soak paper • allow it to soak for 3-4 days • remove the soaked paper and transfer to stone mortar • pound the paper with wooden pestle • put the pounded material under sun/shade to allow it to dry partially under open atmosphere • prepare separately rice flour (atiji) with dissolving rice flour in water and mixing while heating • cool the atiji so formed • Mix this atiji with partly dried pounded paste of paper. it turns into a natural adhesive called paper pulp • select the mould as per design required • put ordinary paper as	There is independent work and not mere assisting, at the same time there are variables involved.	4
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	separator for papier mache shape former. the separator is fixed to the mould with the help of atiji • keep on putting paper pulp over the separator to develop the object of paper mache as per size • leave it to dry for 4-5 days • cut the dried object with sharp knife or suitable cutter to separate the object where relevant • join the separated object with fevicol or suitable glue available in the market • allow it to dry till it joins firmly		
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 requirements and communicate the same for shared understanding. Also prepare a range of routine documentation.	The job requires oral and written communication skills with clarity therefore it is level 4	4

	• type of product being processed • importance of cleanliness of workplace • explain difference between correctable and non-correctable painting faults • rectification of faults • acceptable solutions for specific faults identified/detected		
Responsibility	The Sakhta maker is also known as Sakhta saaz or kalib. He is responsible for manually making sakhta out of paper. Example • Preparation of Paper pulp • Making of Sakhta • Process of making papier mache products	The incumbent works with responsibility for own work and learning, which is evident from the incumbent's deliverables and there is no responsibility for the learning of others therefore this is level 4.	4

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
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1	Protective gears	Essential safety equipment, including gloves and goggles, to safeguard the artisan from potential hazards	2 Eqpt Nos
2	Cutting table	A sturdy and flat surface used for cutting and assembling papier mache components	6 Eqpt Nos
3	Measuring tape	Enables accurate measurements for cutting paper strips or shaping the base structure	18 Eqpt Nos
4	Scale	An instrument for measuring weight, helpful in determining the right balance of materials	1 Each
5	Cutter/scissors	Essential cutting tools for trimming paper, shaping structures, and creating intricate details in the paper mache product	20 pair
6	Trimming tool	Specifically designed for refining and shaping the edges of paper mache creations	7 eqpt Nos
7	Paper glue	Adhesive used in assembling layers of paper and creating a bond between papier mache components	2 kg
8	Paper Strips	Paper strips are one of the primary materials used in paper mache products artisan	3 Bundles
9	Rice flour	Rice flour is used in preparing the paper mache mixture	2 Kg
10	Cutting Pliers	Used to cut and shape binding wire for creating the armature	8 eqpt Nos
11	Mixing Bowl	Used for mixing adhesive, paper pulp, and other crafting materials	6 eqpt Nos
12	Knives or Craft Knives	Used for precise cutting, shaping, and trimming excess paper-mâché or material	10 eqpt Nos
13	Wooden Pestle	Used for pounding soaked paper to create a fine pulp	8 eqpt Nos
14	Drum or Container	Used for soaking paper in water to prepare for pulping	4 eqpt Nos
15	Measuring Cups	Used for measuring the right amounts of water, adhesives, and other liquids	

16	Brushes	Used for applying adhesive, paint, and chalk powder paste evenly	6 eqpt Nos
17	Rubber Sheets	Used in molds to create impressions or to cover and press the paper-mache	4 bundle
18	Molds	Used to shape and form specific parts of the product, like hands or facial features	6 eqpt Nos
19	Armature Wire (Bending Wire)	Used to build the frame or skeleton of the product to provide structure	4 bundle
20	Sandpaper	Used to smooth the surface of the dried paper-mâché product before painting	8 packets

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

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	G.M. Dehqani & Sons	Liyaqat Ali Dehqani	Proprietor	Near Firdosh Cinema, Hawal Srinagar	989179798008	dehqaniraja@gmail.com	

				Kasmir-190011 (J&K)			
2	Saroj Handicrafts Exports (Paper Mache)	Mod. Faizan	Manager	Raziv Colony, Jodhpur, Rajasthan - 342001	+91-7877427249	MOFAIZANCHI949@GMAIL.COM	
3	PAKHI CREATION	Dr. Namita Mandal	Proprietor	MIG-302, Girnar hills Near Malhotra College, BDA road Awadhpuri-462022, Bhopal (Madhya Pradesh)	+91-9165014165	pakhicreations39@gmail.com	
4	Gulistan Art & Craft Emporium	Aijaz Ahmad Tantray	Proprietor	Lal Bazar (Near) Foot Ball Ground, Srinagar Kasmir-190011.	9622886688	Gac.emporium@gmail.com	
5	Macrobian Technologies Pvt Ltd	Minhaj Alam	Operations Manager	Plot no-11, Lane no-2, Ground Floor, Doon Hills Colony, Ring Road, Ladpur, Dehradun, Uttarakhand-	9431397274	macrobiantechnologiespvtltd@gmail.com	

				248008			
6	Allways Creative Pvt. Ltd.	Rajesh Gangar	Managing Director	05, Madhuram Ind. East., Agarwal Naka, Behind Visava Hotel, Sativali Road, Vasai East-401208.	8881230000	merichair.com@gmail.com	
7	Bihar Handicrafts	Md. Wasim Haider	Proprietor	Village- Motijheel, PO-Mehsi, District- East Champaran- 845426 (Bihar)2. Product of the company or nature of services.	9006031786	mdwasimhaider210@gmail.com	
8	Ryon Agritech	Rohit Ramola	Proprietor	H.O. Plot No.11, Lane No-2 Doon Colony, Mussorie Ring Road Bye Pass, Dehradun- 248001 (UK)	8881372470		
9	East West	Mr. Vijay	Proprietor	73, J.C.	080-26665836	eastwestbathi@hotmail.com	

	Perfumery Co.-	Kumar		Industry Layout, Yalechena halli, Off. Kanakapura Road, Bangalore-560062			
10	MSME	Aijaz Ahmad T.	Artisan	Masjid Shahi Wailayat, Lal Bazar, Botshah Mohalla Near Play Ground, Srinagar-190023 (J&K)	9622523854		
11	MSME	Gowhar Hussain Dar	Artisan	233 Mir, Shamudir Aruri, Nowshera Zadibal, Srinagar-190011 (J&K)	9622815682		
12	MSME	Mohd Amin Dar	Artisan	Zadibal, Srinagar-190011 (J&K)	9797162146		
13	MSME	Mushtaq Ahmad Dar	Artisan	234 Hawal, Nowshera, Srinagar-190011 (J&K)	9622558507		

14	MSME	Nadeesh Aboullah	Artisan	Shalla Bagh, Near Baba Nagar, Srinagar-190011 (J&K)	9810486253		
15	MSME	KHAJA ZULFIKAR ALI	Artisan	Hssanabad, Rana Wari Imam Bada, Srinagar-190003 (J&K)	9906609854		
16	MSME	AJAZ AHMAD DAR	Artisan	74, Astane Aaliya Imam Bargh Lane, Srinagar-190011 (J&K)	7780919677		
17	MSME	IMTIYAZA	Artisan	Zadibal, Srinagar-190011	9797042172		
18	MSME	QASIM	Artisan	74, Astane Aaliya Imam Bargh Lane, Srinagar-190011 (J&K)	9796982407		
19	MSME	Showkat Hussain Kha.,	Artisan	Kathi Maidan, Nowshera, Baba Bazar, Srinagar-190011	9906415282		
20	MSME	Showkat Hussain Haj	Artisan	Gozi Doora, Alamgari	9596235403		

				Bazar, Nowshara, Srinagar- 190011 (J&K)			
21	MSME	Shanazah	Artisan	42/3Zaduai, Nowshrow, Srinagar Arin Agar-190011 (J&K)	9797162146		
22	MSME	Tasaduq Hussain Joo	Artisan	Masjid Shahi Wailayat Lane Lal Bazar, Srinagar- 190023 (J&K)	6005002737		
23	MSME	AJAZ AHMAD	Artisan	M-19, Batla House, Okhla, South Delhi- 110025	9911611361		
24	MSME	FIDA HUSSAIN KHAN	Artisan	26A, Jamia Nagar Okhla, Gafoor Nagar, New Delhi- 110025	9810076212		
25	MSME	GHULAM MOHAMMAD DEH	Artisan	20/3, 1ST Floor, Hawal , Srinagar- 190011 (J&K)	9906609854		
26	MSME	NAVEED	Artisan	Opp. Baba	8471001233		

		ABDULLAH BEIGH		Mazaa Main Gate, Srinagar- 190011 (J&K)			
27	MSME	RAJA RIYAZ JOO	Artisan	Alamgari Bazar, Nowshera, Srinagar- 190011 (J&K)	7889800544		
28	MSME	TASADUQ HUSSAIN DAR	Artisan	Apple School, Nowshera, Gasiyar, Srinagar- 190011	9906809384		
29	MSME	SYED AJAZ SHAH	Artisan	Gasiyar Hawal, Nowshara, Srinagar- 190011 (J&K)	9622587322		
30	MSME	MOHD. SADIQ JOO	Artisan	25/7 Lal Bazar, Aram Pora, Srinagar- 1900023 (J&K)	8713825399		
31	MSME	MUSTAQ HUSSAIN MIR	Artisan	Abiyar Garidoor Alamgir, Srinagar- 190011 (J&K)	0194242054		

32	MSME	SAABEENA	Artisan	Gulshan Bagh Hawal, Srinagar-190011 (J&K)	8491903592		
33	MSME	G.H. MOHD. MIR	Artisan	(5)2, Kralpura, Hawal Soura, Nowshera, Srinagar-190011 (J&K)	9906842106		
34	MSME	NASEEMA	Artisan	32, Malla Pura Narwara, Srinagar-190011 (J&K)	9541009974		
35	MSME	Zubeda	Artisan	H. No.-233 Hawal, Nowshera, Srinagar-190011 (J&K)	9103352721		

Annexure 4: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated	Estimated Employment	Estimated	Estimated	Estimated	Estimated

	Training #	Opportunities	Training #	Employment Opportunities	Training #	Employment Opportunities
2024-25	500	Self-employment	Approx. 60%	Self-employment	N/A	N/A
2025-26	1000	Self-employment	Approx. 60%	Self-employment	N/A	N/A
2026-27	2000	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	320	318	318	Self-employed	More than 60%	More than 60%	More than 60%	Self-employed	NA	NA	NA	NA
3.0	2022-2023	343	298	298	Self-employed	More than 60%	More than 60%	More than 60%	Self-employed	NA	NA	NA	NA
3.0	2023-2024	212	140	140	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:

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 up to 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 up to 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 up to 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/N4401: Carry out the process of making paper pulp	Select and prepare raw materials	8	12	-	-
	PC1. Identify appropriate biodegradable materials such as waste paper, newspaper, cardboard, natural fibres, etc.	2	3	-	-
	PC2. Remove all contaminants such as plastic, synthetic threads, and metal staples.	2	3	-	-
	PC3. Shred or tear materials into small, manageable pieces for easier soaking.	2	3	-	-
	PC4. Soak the selected materials in clean water for the required duration (8–24 hours) to soften fibres for pulping.	2	3	-	-
	Blend and process into pulp	10	15		
	PC5. Transfer soaked material into a manual or electric pulper/blender.	2	3	-	-
	PC6. Add sufficient water to ensure smooth and even blending.	2	3	-	-
	PC7. Operate the equipment carefully to avoid splashes or fibre	2	3	-	-

	loss				
	PC8. Blend the mixture until it achieves a smooth, lump-free consistency suitable for papier mâché work.	2	3	-	-
	PC9. Adjust the water-to-material ratio based on the product requirement (thicker for sculpting, thinner for layering).	2	3	-	-
	Filter and refine the pulp	8	15		
	PC10. Pour the blended pulp through a fine mesh to separate out any large or unblended particles.	2	3	-	-
	PC11. Remove excess water by draining or pressing lightly to reach the ideal moisture level.	2	4	-	-
	PC12. Check the pulp for uniformity, smoothness, and absence of contaminants.	2	4	-	-
	PC13. Store the refined pulp in clean containers to maintain hygiene and consistency.	2	4	-	-
	Prepare pulp for papier mache production	8	24		
	PC14. Modify the pulp texture depending on whether it will be used for moulding, layering, or sculpting.	2	6	-	-
	PC15. Mix the pulp with natural binders (e.g., flour paste or glue) if required by the next process.	2	6	-	-
	PC16. Ensure pulp is at the right thickness and flexibility for shaping into papier mâché items.	2	6	-	-
	PC17. Organise the prepared pulp for immediate use or proper storage to prevent drying or fungal growth.	2	6	-	-
	Total Marks	34	66	-	-
HCS/N4606: Carry out the process of making Paper Mache Products	Gather required raw materials	7	14	-	-
	PC1. use old newspapers or scrap paper for creating the pulp and wrapping the armature	1	2	-	-
	PC2. gather glue (like fevicol) for bonding materials and securing the cloth to the armature	1	2	-	-
	PC3. obtain binding wire for shaping the armature and providing structure to the specific product	1	2	-	-

	PC4. select acrylic or oil paints in various colors	1	2	-	-
	PC5. get a variety of paint brushes in different sizes for applying paint	1	2	-	-
	PC6. choose fabric pieces for wrapping the armature and cut them into manageable sizes that will easily cover the shape	1	2	-	-
	PC7. collect items like scissors, cutting pliers, a knife, and a mixing bowl ready for preparing the adhesive and handling the materials	1	2	-	-
	Creating the Armature	7	16	-	-
	PC8. bend binding wire into the shape of the specific product body such as dolls, toys, mask or more	1	2	-	-
	PC9. use a piece of cloth to wrap around the armature and secure it with adhesive	1	2	-	-
	PC10. attach thick binding wire around the armature to provide extra support, cutting off excess cloth as needed	1	2	-	-
	PC11. crumple newspapers to use for shaping the basic armature structure	1	2	-	-
	PC12. wrap the crumpled newspapers around the armature to form a mannequin shape	1	2	-	-
	PC13. secure the armature to a base and wrap armature wire around it to add stiffness	1	2	-	-
	PC14. use cutting pliers to tighten the binding wires for stability	-	2	-	-
	PC15. wrap more crumpled newspapers around the armature to create bulges for the mannequin	1	2	-	-
	Forming the Body Parts	2	6	-	-
	PC16. create the arm parts by wrapping papers around them, cutting excess paper with scissors	1	2	-	-
	PC17. similarly, wrap papers to form the leg parts of the armature	-	2	-	-

	PC18. pose the armature in the desired position	1	2	-	-
	Applying Paper Mache	1	4	-	-
	PC19. apply paper mache over the armature body for shaping	1	2	-	-
	PC20. remove excess paper mache using a knife	-	2	-	-
	Molding Process	3	7	-	-
	PC21. place rubber sheets made from paper mache and marble powder in the mold cavity	1	2	-	-
	PC22. fill the mold cavity with the required quantity of paper mache	1	2	-	-
	PC23. cover the cavity with a rubber sheet and prepare another part of the mold using paper mache	-	1	-	-
	PC24. enclose the mold tightly, press hard, then open it to remove the molded shape	1	2	-	-
	Final Assembly	3	7	-	-
	PC25. make a hole in the top of the molded head and attach it to the armature	1	2	-	-
	PC26. trim any excess thick binding wire with cutting pliers	-	1	-	-
	PC27. use Fevicol to strengthen the joints of the product	1	2	-	-
	PC28. apply paper mache to repair any bent areas	1	2	-	-
	Finishing Touches	7	16	-	-
	PC29. use a mold to create and attach the hands and feet	1	2	-	-
	PC30. shape the product using a knife	-	1	-	-
	PC31. coat the shaped product with chalk powder paste	1	2	-	-
	PC32. leave the product in sunlight until completely dry	1	2	-	-
	PC33. use sandpaper to smoothen the product's surface	1	2	-	-
	PC34. apply oil paint for the base skin tone	1	2	-	-
	PC35. use contrasting colors to highlight the fingers and nails	1	2	-	-

	PC36. dress the product according to its theme, fixing the fabric with adhesive	1	2	-	-
	PC37. trim any excess fabric with scissors for a clean finish	-	1	-	-
	NOS Total	30	70	-	-
HCS/N8515: Entrepreneurship Skills for Paper Mache Products Artisan	Creative and Artistic Skills	6	10	-	-
	PC1. ability to create unique and appealing designs that stand out in the market	2	3	-	-
	PC2. stay updated on market trends and customer preferences to craft products that attract attention	2	3	-	-
	PC3. offer personalized or themed products based on customer requests to enhance satisfaction and loyalty	2	4	-	-
	Resource Management	4	7	-	-
	PC4. source raw materials cost-effectively while maintaining quality	2	3	-	-
	PC5. manage tools and supplies efficiently to minimize waste and reduce costs	2	4	-	-
	Business Management Skills	4	10	-	-
	PC6. develop a structured workflow to manage production timelines, supplies, and inventory efficiently	2	4	-	-
	PC7. keep track of expenses and income to ensure profitability and sustainable growth	1	3	-	-
	PC8. ensure all products meet high-quality standards to maintain a good reputation and customer trust	1	3	-	-
	Marketing and Sales	3	10	-	-
	PC9. use various platforms like social media, craft fairs, and local markets to showcase and sell products	1	4	-	-
	PC10. build connections with other artisans, potential clients, and suppliers for better opportunities	1	3	-	-
	PC11. employ persuasive communication and showcasing the value of products to increase sales	1	3	-	-

	Financial Management	3	9	-	-
	PC12. maintain a budget for materials, tools, and operational costs to manage finances efficiently	1	3	-	-
	PC13. keep detailed records of income and expenses to track financial health and prepare for tax purposes	1	3	-	-
	PC14. explore small business loans, grants, or investments to expand operations if needed	1	3	-	-
	Customer Relationship Management	3	9	-	-
	PC15. provide excellent service to ensure repeat business and positive word-of-mouth referrals	1	3	-	-
	PC16. listen to customer feedback to improve products and services	1	3	-	-
	PC17. being flexible and responsive to special orders or custom design requests	1	3	-	-
	Problem-Solving and Adaptability	5	8	-	-
	PC18. quick address challenges like material shortages or production delays	2	2	-	-
	PC19. being prepared to change plans or adjust the product line based on new market demands or supply chain issues	2	3	-	-
	PC20. embrace new skills or technologies to improve production methods and product offerings	1	3	-	-
	Sustainability Practices	2	7	-	-
	PC21. using recycled materials and adopting environmentally friendly practices, appealing to eco-conscious consumers	1	4	-	-
	PC22. implement methods to minimize waste and repurpose scraps in other products	1	3	-	-
	NOS Total	30	70	-	-
HCS/N9913: Maintain health, safety and	Comply with health, safety and security requirements at work	30	70	-	-
	PC1. Comply with health and safety related instructions	2	6	-	-

security at workplace	applicable to the workplace.				
	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 manufacturers and organisational requirements.	2	3	-	-
	PC7. Safely handle and move waste and debris.	1	3	-	-
	PC8. Minimize health and safety risks to self and others due to own actions.	2	4	-	-
	PC9. Seek 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 organisation procedures for evacuation when required.	2	6	-	-
	NOS Total	30	70	-	-
HCS/N9901:	Interact with supervisor or superior	14	30	-	-

Coordinate with colleagues and work as a team	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/N9912: Maintain Work Area and Tools	Maintain the work area, tools and machines	30	70	-	-
	PC1. Handle materials and tools safely and correctly	2	6	-	-
	PC2. Use materials to minimize waste	3	7	-	-
	PC3. Maintain a clean and hazard free working area	3	7	-	-
	PC4. Maintain the tools	2	6	-	-
	PC5. Carry out maintenance and/or cleaning within one's responsibility	3	7	-	-
	PC6. Report damaged tools & materials	4	8	-	-
	PC7. Work in a comfortable position with the correct posture	3	7	-	-
	PC8. Dispose of waste safely in the designated location	4	8	-	-
	PC9. Store cleaning equipment safely after use	3	7	-	-
	PC10. Carry out cleaning according to schedules and limits of responsibility	3	7	-	-
	NOS Total	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 SelfAwareness, 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	209	441		
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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 Paper Mache 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
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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