

QUALIFICATION FILE

Coir Fibre Artisan

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

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

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

NCrF/NSQF Level: **NSQF Level 3**

Submitted By:

Handicrafts and Carpet Sector Skill Council-HCSSC

Tel number(s): 011-26139834

E-mail address: ceo@hcssc.in

Table of Contents

Section1: Basic Details	3
Section 2: Module Summary.....	6
NOS/s of Qualifications.....	6
Mandatory NOS/s:	6
Assessment - Minimum Qualifying Percentage	7
Section 3: Training Related.....	8
Section 4: Assessment Related	8
Section 5: Evidence of Need for the Qualification	9
Section 6: Annexure & Supporting Documents Check List.....	9
Annexure 1: Evidence of Level.....	11
Annexure 2: Tools and Equipment (Lab Set-Up).....	15
Annexure 3: Industry Validations Summary	16
Annexure 4: Training & Employment Details.....	20
Annexure 5: Blended Learning	22
Annexure 6: Detailed Assessment Criteria.....	23
Annexure 7: Assessment Strategy.....	34
Annexure 8: Acronym and Glossary	35

Section1: Basic Details

1.	Qualification Name	Coir Fibre Artisan										
2.	Sector/s	Handicrafts and Carpet Sector Skill Council										
3.	Type of Qualification ☐ New ☐ Revised ☐ Has Electives/Options ☒ Rationalized	NQR Code & version of the existing /previous qualification: <i>(change to previous, once approved)</i> Previous NQR Code: QG-2.5-HC-01724-2023-V1.1-HCSSC Version of qualification: 1.0	Qualification Name of the existing version: <i>(previous, once approved)</i> Coir Fibre Artisan									
4.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval)</i>	NQR Code: QG-03-HC-045202025-V2-HCSSC Version of qualification: 2.0	5. NCrf/NSQF Level: <i>NSQF Level 3</i>									
6.	Award (Certificate/Diploma/ Advanced Diploma/Any Other) <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate										
7.	Brief Description of the Qualification	Coir Fibre Artisan, prepares raw material by extracting coir husk from coconut and performing various tasks to make coir fibre and 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>10th Grade Pass</td> <td></td> </tr> <tr> <td>2</td> <td>8th Grade pass</td> <td>1 year relevant experience*</td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)	1	10 th Grade Pass		2	8 th Grade pass	1 year relevant experience*
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)										
1	10 th Grade Pass											
2	8 th Grade pass	1 year relevant experience*										

		<table><tr><td>3</td><td>5th grade pass</td><td>2.5 years relevant experience*</td></tr><tr><td>4</td><td>Ability to read and write</td><td>5 years relevant experience*</td></tr><tr><td>5</td><td>Previous relevant Qualification of NSQF Level 2.5</td><td>1.5 year relevant experience</td></tr></table> * Applicable to existing artisans within the sector. Academic equivalence of learners will be subject to the provision of NCrF.	3	5 th grade pass	2.5 years relevant experience*	4	Ability to read and write	5 years relevant experience*	5	Previous relevant Qualification of NSQF Level 2.5	1.5 year relevant experience													
3	5 th grade pass	2.5 years relevant experience*																						
4	Ability to read and write	5 years relevant experience*																						
5	Previous relevant Qualification of NSQF Level 2.5	1.5 year relevant experience																						
9.	Credits Assigned to this Qualification <i>(as per National Credit Framework (NCrF))</i>	13	10. Common Cost Norm Category (I/II/III) (wherever applicable): II																					
11.	Any Licensing Requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	NA																						
12.	Training Duration by Modes of Training Delivery <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i>	☒ Offline Only ☐ Online Only ☐ Blended																						
		<table><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><tr><td>Classroom (offline)</td><td>130 (Includi ng 20 hrs. of ES modul e)</td><td>260 (Includin g 10 hrs. of ES module)</td><td>NA</td><td>NA</td><td>390</td></tr><tr><td>Online</td><td></td><td></td><td></td><td></td><td></td></tr></table> <i>(Refer Blended Learning Annexure for details)</i>	Training Delivery Modes	Theor y (Hours)	Practica l (Hours)	OJT Mandatory (Hours)	OJT Recomme nded (Hours)	Total (Hours)	Classroom (offline)	130 (Includi ng 20 hrs. of ES modul e)	260 (Includin g 10 hrs. of ES module)	NA	NA	390	Online									
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Classroom (offline)	130 (Includi ng 20 hrs. of ES modul e)	260 (Includin g 10 hrs. of ES module)	NA	NA	390																			
Online																								
13.	Aligned to NCO/ISCO Code/s <i>(if code is not available, then mention the same)</i>	NCO-2015/7318.2300																						

14.	Progression Path After Attaining the Qualification (Please show Professional and Academic progression) (wherever applicable)	Vertical Progression Merchandiser (Level 4.5) Horizontal Progression Natural Fibre Product Maker (Level 3)	
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?	Handicrafts and Carpet Sector has around 40 to 50% of Women Artisan.	
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: 07/10/2025	23. Validity Duration: 3 Years	24. Next Review Date: 07/10/2028

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 /NSQ F Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT- Man.	OJT- Rec.	Total	Th .	Pr.	Pr oj.	Vi va	Tota l	Weighta ge (%) (if applicabl e)
1.	Carry out the process of Making Coir fibre	HCS/N8105 NOS Version 1.0	Core	3	4	40:00	80:00	NA	00:00	120:00	28	72	-	-	100	
2.	Carry out the Process of making Coir products	HCS/N8106 NOS Version 1.0	Core	3	4	40:00	80:00	NA	00:00	120:00	30	70	-	-	100	
3.	Entrepreneurship Skills for Coir Fibre Artisan	HCS/N8526 NOS Version 1.0	Core	3	1	10:00	20:00	NA	00:00	30:00	30	70	-	-	100	
4.	Working in a team	HCS/N9908 NOS Version 1.0	Non-core	3	1	10:00	20:00	NA	00:00	30:00	30	70	-	-	100	
5.	Maintaining	HCS/N9945	Non-	3	1	05:00	25:00	NA	00:00	30:00	30	70			100	

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core / Non-Core	NCrF /NSQ F Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ T- Ma n.	OJT- Rec.	Total	Th .	Pr.	Pr oj.	Vi va	Tota l	Weighta ge (%) (if applicabl e)
	workplace health and safety	NOS Version 1.0	core				0		0	0						
6.	Maintain Personal Cleanliness	HCS/N9935 NOS Version 1.0	Non-core	3	1	05:00	25:00	NA	00:00	30:00	30	70			100	
7.	Employability & Entrepreneurship Skills	DGT/VSQ/ N0101 NOS Version 1.0	Non-core	2	1	20:00	10:00	NA	00:00	30:00	20	30	-	-	50	
Duration (in Hours) / Total Marks					13	130:00	260:00	NA	00:00	390:00	198	452	-	-	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
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduate with Basic IT Skills with 3 years' experience in the relevant sector and 6 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 with 1 year experience of preparing raw material by extracting coir husk from coconut making coir fibre and products and with 1 year experience of assessing.
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 with 1 year experience of preparing raw material by extracting coir husk from coconut making coir fibre and products and with 1 year experience of assessing.
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 with 1 year experience of preparing raw material by extracting coir husk from coconut making coir fibre and products and with 1 year experience of assessing.

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

Section 5: Evidence of Need for the Qualification

Provide Annexure/Supporting documents name.

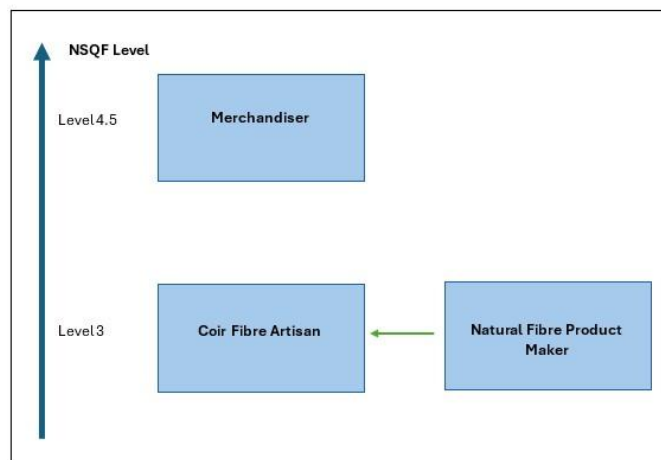
1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validations provided: 42
5.	Estimated nos. of persons to be trained and employed: 750 approx.
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments If “No”, why: Yes

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

3.	Annexure: Detailed Assessment Criteria (Mandatory)	Annexure 6
4.	Annexure: Assessment Strategy (Not Mandatory)	Annexure 7
5.	Annexure: Blended Learning (Mandatory, in case selected Mode of delivery is Blended Learning)	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 (Mandatory, in case qualification has multiple Entry-Exit)	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 (Optional)	(Annexure 8)
8.	Supporting Document: Model Curriculum (Mandatory – Public view)	Model Curriculum attached separately
9.	Supporting Document: Career Progression (Optional - Public view)	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 a coir fibre artisan is to make coir fibre and its products. Example: • arrange required raw materials for making coir fibre • perform making process of coir fibre • check coir quality and productivity standards • arrange required raw materials for making coir	This is at level 3 ,it requires clear choice of procedures, as here the procedure is standardised by the direction of the supervisor Example • arrange required raw materials for making coir fibre • perform making process of coir fibre • check coir quality and productivity standards	3

	products perform making process of coir products	- arrange required raw materials for making coir products - perform making process of coir products	
Professional and Technical Skills/ Expertise/ Professional Knowledge	The incumbent has factual knowledge of field of knowledge or study Examples: - collect raw material like coconut shell - collect different tools like Iron rod, refining machine, spinning wheel, etc. for making the coir fibre - collect raw material like spool of coir, water paints etc. - collect different tools like fly shuttle, metal frames, weaving machine, spinning wheel, reeling machine, spindle etc. for making the products	It is at 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	3
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 application. The incumbent also uses appropriate rule and tool	This is at level 3 as it is missing required cognitive skills and range of methods for problem solving which is for level 3.5.	3

	and quality concepts to complete their work. This is evident through: • keep the coconut shell under sunlight for drying • soak the coconut shell in water for more than six months • take out the coconut from water and beat it repeatedly with an iron rod for easy removal of husk • separate the husk by peeling the outermost layer • prepare the bundles of husk and soak it again in the water • mount the prepared coir spools on a metal frame • attach the ends of reed to each strand of twine and then tie to the iron rod by grouping it • connect the large wrap to the handloom • use the small traditional weaving machine for making mats • knot the strands from the warp to the iron rod		
Broad Learning	The incumbent needs language to communicate written or oral,	Written and oral communication is required with	3

Outcomes/Core Skill	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. Examples: inspect all the processes that it must be based on quality standard parameters to ensure appropriate finishing and making of products	clarity so its level 3.	
Responsibility	The incumbent also needs skill pertaining to basic arithmetic and algebraic principles, for calculating various quantities and parameters, etc. For example: - arrange required raw materials for making coir fibre - perform making process of coir fibre - check coir quality and productivity standards - arrange required raw materials for making coir products	Responsible for own work and learning therefore at level 3.	3

	perform making process of coir products		
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Annexure 2: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Coir Defibring Machine	A machine used to extract fibres from coconut husks for further processing.	1 eqpt Nos
2	Spinning Wheel	A wheel used to twist and spin coir fibres into yarn for weaving.	3 pieces
3	Hackling Tool	A comb-like tool used to clean, separate, and straighten coir fibres.	10 pieces
4	Coir Ropes	Strong ropes made from coir fibre, used in weaving and binding processes.	30 pieces
5	Dyeing Vat	A large container used for boiling and dyeing coir yarn in different colours.	1 eqpt Nos
6	Scissors	A cutting tool used for trimming yarn, rope, and finished products.	10 pieces
7	Coconut Husk	The raw material source from which coir fibres are extracted.	30 pieces
8	Measuring Tape	A flexible tape used to measure yarn, rope, or finished items accurately.	10 pieces
9	Gloves	Protective wear for safeguarding hands while handling husks, dyes, or machinery.	30 pieces

10	Paint	Colours used to decorate and enhance the appearance of coir products.	15 pieces
11	Brush	A tool used for applying paint or finishing coats on coir products.	30 pieces
12	First Aid Kit	A safety kit containing essential supplies for treating minor injuries.	1 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

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Ranti Handicrafts Producer Company Limited	Aditya Choudhary	CEO	Babu saheb Dyodhi, Madhubani-847211 (Bihar)	8789957614	rhpc12023@gmail.com	
2	EPIC Green (opc) Private Ltd.	V. Utharakkannan	Director	83A, Subramania Nagar, Kalingarayanpalayam, Bhauani TK), Erode-638301 (TN)	9661455548	epicgreenopcprivatelimited@gmail.com	
3	Gulistan Art &	Nazir Ahmad	Proprietor	Lal Bazar Near Foot	9622886688	Gac.emporium@gmail.com	

	Craft Emporium	Tantray		Ball Ground, Srinagar, Kasmir-190011 (J&K)			
4	Parihar Seva Sansthan	Mrs. Sunita	Proprietor	01, A-17, Birla Colony, Phulwarisarif, Patna (Bihar)-801505	9334047932	lalan96@gmail.com	
5	MSME	A. Esakki Muthu	Artisan	16/2260 Ttayaal Villai, Govt. School Back Sode, Kanyakumari-659702 (Tamil Nadu)	9789123868		
6	MSME	Asha Kumari	Artisan	Mokrapur Madhubani-847231 (Bihar)	9934037362		
7	MSME	Aruliya Devi	Artisan	Barhampur, Sakri, Darbhanga-897239 (Bihar)	9430988408		
8	MSME	Asha Devi	Artisan	01, Kanhauli, Manigacchi, Darbhanga-847237 (Bihar)	8102912548		
9	MSME	B. Maheshwari	Artisan	16/2260 Ttayaal Vilai, Govt. School Back Sode, Kanyakumari-659702 (Tamil Nadu)	8012171317		
10	MSME	Bhola Devi	Artisan	Kanhauli, Manigacchi, Darbhanga-897239 (Bihar)	8797056139		
11	MSME	Budhni Devi	Artisan	Kanhauli, Manigacchi, Dharbhanga-847239 (Bihar)	9693157065		
12	MSME	Deepak Gupta	Artisan	211/414, Batorda Chhak, Bhubaneswar, Khurda.	7205431036		
13	MSME	Devi Prasad	Artisan	1560 Punama Gate, Bhubaneswar, Khurda (Orisha)	9040000128		
14	MSME	Devki Devi	Artisan	01, Kanhauli,	9523619254		

				Manigacchi, Darbhanga-897239 (Bihar)			
15	MSME	Dralipta Mohan Das	Artisan	3710, Maneshwar Station, Rangamatia, Bhubaneswer, Khurda (Odisha)	8327702115		
16	MSME	Dukhni Devi	Artisan	Dukhni Devi – 01, Kanhauli, Manigacchi, Darbhanga-897239 (Bihar)	9523059576		
17	MSME	Ful Devi	Artisan	01, Kanhauli, Manigacchi, Darbhanga-897239 (Bihar)	9661455548		
18	MSME	Gita Devi	Artisan	Gita Devi – 01, Kanhauli, Manigacchi, Darbhanga-897239 (Bihar)	9661455548		
19	MSME	Gopi T.P.	Artisan	Namishalayam Beypore Erulikandi Parambu, Kozhikode-676315 (Kerala)	9961128328		
20	MSME	Kala Devi	Artisan	Kanhaula, Manigacchi, Darbhanga-847238 (Bihar)	8271791848		
21	MSME	Hemanta Ku Beher	Artisan	Jophan, Kajisahi, Puri-752105 (Orisha)	9040180755		
22	MSME	Mala Kumari	Artisan	Mala Kumari- Bhaur, Pandaul, Madhubani-847231 (Bihar)	9570286009		
23	MSME	Manita Kumari	Artisan	Kanhauli, Manigacchi, Dharbhanga-847239 (Bihar)	9431690246		
24	MSME	Mahathevan P	Artisan	H. No.-9/99 West Street, Marungoor,	7339453526		

				Kanyakumari-629402 (Tamil Nadu)			
25	MSME	Manoj Kumar Sahoo	Artisan	Pathangarh, Daruthenga , Bhubaneswer, Khurda, (Orisha)	9937003130		
26	MSME	Neha Kumari	Artisan	Kanhauli, Manigacchi, Dharbhanga-847239 (Bihar)	9430988408		
27	MSME	Nutan Sauraj	Artisan	Hayaghai, Manigacchi, Dharbhanga-847301 (Bihar)	8797363065		
28	MSME	Parataneya Devi	Artisan	01, Kanhauli, Manigacchi, Darbhanga-897239 (Bihar)	9934037362		
29	MSME	Priyanka Kumari	Artisan	Kanhauli, Manigacchi, Dharbhanga-847239 (Bihar)	9616853460		
30	MSME	Puja Devi	Artisan	Barhampur, Sakri, Darbhanga-897239 (Bihar)	8271469392		
31	MSME	Rekha Kumari	Artisan	Rekha Kumari- Barhampur, Sakri, Darbhanga-897239 (Bihar)	9806912717		
32	MSME	Samtola Devi	Artisan	Samtola Devi – Kanhauli, Manigacchi, Darbhanga-847223 (Bihar)	6299831425		
33	MSME	Sarita Kumari	Artisan	Sarita Kumari- Barhampur, Sakri, Darbhanga-897239 (Bihar)	7348865574		
34	MSME	Shail Devi	Artisan	01, Kanhauli, Manigacchi,	6204167682		

				Darbhanga-897239 (Bihar)			
35	MSME	Shikha Kumari	Artisan	Kanhauli, Manigacchi, Dharbhanga-847239 (Bihar)	9846257150		
36	MSME	Sondai Devi	Artisan	Barhampur, Skri Manigachhi, Dharbhanga-847239 (Bihar)	7643898772		
37	MSME	Sujita Kumari	Artisan	Barhampur, Sakri, Darbhanga-897239 (Bihar)	6204478138		
38	MSME	Suleha Devi	Artisan	Barhampur, Sakri, Darbhanga-897239 (Bihar)	9570286009		
39	MSME	Susmita Math	Artisan	2086, Dhimandia Temple, Bhubaneswar, Khurda (Orisha)	7978541583		
40	MSME	Swarnaprabha Pati	Artisan	1034, Pamama Gate Chask, Khurda (Orisha)	9861404442		
41	MSME	Vibha Devi	Artisan	09, Brahampur, Sakri Manigachhi, Darbhanga-847239 (Bihar)	6276250096		
42	MSME	Usha Devi	Artisan	Kanhauli, Manigacchi, Dharbhanga-847239 (Bihar))	9264264479		

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
2025-26	750	Self-employment	Approx. 60%	Self-employment	N/A	N/A
2026-27	1000	Self-employment	Approx. 60%	Self-employment	N/A	N/A
2027-28	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
1.0	2022-23	362	-	-	Self-employment	More Than 60%	More Than 60%	More Than 60%	Self-employment	More Than 60%	More Than 60%	More Than 60%	Self-employment
1.0	2023-24	40421	38132	38132	Self-employment	More Than 60%	More Than 60%	More Than 60%	Self-employment	More Than 60%	More Than 60%	More Than 60%	Self-employment
1.0	2024-25	61000	45632	45632	Self-employment	More Than 60%	More Than 60%	More Than 60%	Self-employment	More Than 60%	More Than 60%	More Than 60%	Self-employment

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:

1- Hindi

2- English

Annexure 5: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

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

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

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline: Online Ratio
1	☒ Theory/ Lectures - Imparting theoretical and conceptual knowledge	• Qualification/ Syllabus • Books/ e-books • Presentations	• Without use of appropriate tech tools 80% Offline and only upto 20% online otherwise. • Online Instructor led teaching, can be one-to-one or one to many or many-to-many: up to 80% to 100% online
2	☒ Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	• Presentations • E-Content/ Curated digital content	• Without use of appropriate tech tools, 80% Offline and only upto 20% online otherwise. 100% virtual while working in virtual teams / virtual collaboration
3	☒ Showing Practical Demonstrations to the learners	• Projector, laptop various tools and equipment	• For all skills, where a physical product is created, at least 50% shall be on practical demonstrations and site visits

4	☒ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	• Projector, laptop various tools and equipment	• 100% offline without the use of any technology tools.
5	☒ Tutorials/ Assignments/ Drill/ Practice	• Learning Management system	• 70% offline and upto 30% online where a physical product is created as part of skilling
6	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	☐ On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		

Annexure 6: Detailed Assessment Criteria

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

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
HCS/N8105: Carry out the process of Making Coir fibre	Collection and preparation of raw materials and tools	4	8	-	-
	PC1. Gather raw materials such as coconuts and husk for coir fibre production.	1	2	-	-
	PC2. Gather traditional tools, such as iron rods and hand-beaters, as well as modern machines such as Dehusking machines, Defibering machines, and Refining machines.	1	2	-	-
	PC3. Organise and arrange raw materials and tools at the workplace, ensuring accessibility and safety.	1	2	-	-
	PC4. Transport any extra materials to the designated storage area to maintain workplace order.	1	2	-	-

	Coir fibre extraction using traditional methods	7	14	-	-
	PC5. Dry coconut shells under sunlight for several days to aid in husk separation.	1	2	-	-
	PC6. Soak dried coconut shells in water for over six months to soften the husk.	1	2	-	-
	PC7. Remove the coconuts from the water and repeatedly beat them with an iron rod to remove the fibres.	1	2	-	-
	PC8. Manually peel off the outer layer to separate the husk.	1	2	-	-
	PC9. Bundle the husk and soak it again for further softening.	1	2	-	-
	PC10. Use husk bundles in a water tank for two to four days for refinement.	1	2	-	-
	PC11. Extract fibres by manually beating the soaked husk or using traditional tools.	1	2	-	-
	Coir fibre extraction using modern machines	4	8		
	PC12. Put the dried coconut shells into a Dehusking machine to separate the husk.	1	2	-	-
	PC13. Transfer the husk to a Defibering machine to break it down into finer fibres.	1	2	-	-
	PC14. Use a refining machine, locally known as 'kudu,' to remove unwanted particles and extract clean coir fibres.	1	2	-	-
	PC15. Roll the refined fibres into bundles for easy handling and transportation.	1	2	-	-
	Spinning and Twisting of Coir fibre	3	7		
	PC16. Strengthen fibres by twisting two strands together using a traditional spinning wheel or a mechanised spinning machine.	1	2	-	-
	PC17. Extend the fibre length by joining twine ends through friction or using a mechanised splicing tool.	1	2	-	-
	PC18. Bundle the spun coir fibres and prepare large spools for further product manufacturing.	1	3	-	-
	Tool maintenance and workplace safety	5	15		

	PC19. Regularly clean traditional tools such as iron rods and hand-beaters to prevent rusting.	1	3	-	-
	PC20. Perform routine checks on modern machines such as Dehusking and Defibering machines to ensure optimal performance.	1	3	-	-
	PC21. Lubricate moving parts of machines to minimise wear and tear.	1	3	-	-
	PC22. Report any mechanical issues immediately to avoid production delays.	1	3	-	-
	PC23. Follow safety protocols, such as wearing protective gear and ensuring proper machine handling practices.	1	3	-	-
	Quality control and record maintenance	5	20		
	PC24. Inspect raw materials to ensure they meet quality standards before processing.	1	4	-	-
	PC25. Monitor each stage of the production process to maintain consistent quality.	1	4	-	-
	PC26. Record the quantity of materials used and fibres produced to track productivity.	1	4	-	-
	PC27. Minimise wastage through careful handling and efficient processing techniques.	1	4	-	-
	PC28. Prepare inspection reports and submit them to the supervisor for review.	1	4	-	-
	NOS Total	28	72	-	-
HCS/N8106: Carry out the Process of making Coir products	Preparing the Coir Fibres	3	6	-	-
	PC1. Select coir fibres based on the product type, ensuring suitable colour, texture, and durability.	1	2	-	-
	PC2. Clean the fibres to remove impurities and unwanted remains and Soften the fibres through soaking and proper drying to improve flexibility.	1	2	-	-
	PC3. Separate fibres into uniform strands for consistency in product production.	1	2	-	-
	Spinning and Yarn Making	2	4		

	PC4. Spin coir fibres into yarn using a traditional hand spindle or mechanised spinning wheel. Make sure that even twisting and tension while spinning to create a strong, uniform thread.	1	2	-	-
	PC5. Test yarn strength and elasticity to ensure durability for different product applications. Wind the finished yarn into spools for quick handling during product construction.	1	2	-	-
	Weaving and Braiding Techniques	3	6		
	PC6. Select the appropriate weaving technique (handloom, power loom, or manual braiding) based on product design.	1	2	-	-
	PC7. Set up the loom or workstation, ensuring that the fibres and tools are properly connected. Interlace coir fibres are designed to create even, tight weaves, ensuring strength and durability.	1	2	-	-
	PC8. Maintain tension across the weave to prevent sagging or loose areas. Examine the weaves periodically to ensure uniformity and address any irregularities.	1	2	-	-
	Product Shaping and Assembly	5	10		
	PC9. Measure and cut coir yarn to the required dimensions for specific products (e.g., mats, ropes, decors).	1	2	-	-
	PC10. Create product components by binding, stitching, or knotting fibres securely.	1	2	-	-
	PC11. Shape the product according to the design, using moulds or frames if required.	1	2	-	-
	PC12. Enhance high-stress areas with additional fibre layers to enhance durability.	1	2	-	-
	PC13. Maintain structural stability by securing joints and tightening weaves.	1	2	-	-
	Product Specification in Coir Product Making	4	8		
	PC14. Home décor making in coir involves crafting items like planters, show piece, wall hangings, etc. by shaping quality fibres, adding decorative touches, and ensuring durability.	1	2	-	-
	PC15. Coir doormat making involves selecting sturdy fibres,	1	2	-	-

	weaving them into a tight, durable mat, adding patterns or borders, and ensuring quality for long-lasting use.				
	PC16. Coir rope weaving involves twisting strong fibres into sturdy strands, providing uniform thickness and durability for various applications.	1	2	-	-
	PC17. Coir brush making involves bundling stiff fibres, securing them to a handle, trimming for uniformity, and ensuring durability for effective cleaning.	1	2	-	-
	Product Detailing and Design Enhancement	4	9	-	-
	PC18. Trim excess fibres and smooth out rough edges for a polished finish.	1	2	-	-
	PC19. Include decorative elements such as coloured fibres, patterns, or embellishments as per product design.	1	2	-	-
	PC20. Apply protective treatments (natural oils, waterproof coatings) to increase product longevity.	1	2	-	-
	PC21. Verify that the product design is aligned with customer preferences and market demands.	1	3	-	-
	Quality Check and Finishing Touches	3	9		
	PC22. Examine the product for uniformity in weave, strength, and overall craftsmanship.	1	3	-	-
	PC23. Test the product's durability, load capacity, or flexibility, depending on its intended purpose. Remove any loose fibres, uneven knots, or other defects.	1	3	-	-
	PC24. Perform a final quality inspection, ensuring the product meets established standards before packaging.	1	3	-	-
	Tool Maintenance and Upkeep	6	18		
	PC25. Clean tools such as spindles, looms, cutting shears, and moulds after each use to eliminate coir dust and fibres.	1	3	-	-
	PC26. Inspect tools regularly for wear and damage, ensuring smooth operation and safety.	1	3	-	-
	PC27. Lubricate rotating parts of spinning wheels and looms to maintain efficiency.	1	3	-	-

	PC28. Sharpen cutting tools and replace worn-out components to ensure accurate cutting and shaping.	1	3	-	-
	PC29. Store tools in a dry area to prevent rust and damage.	1	3	-	-
	PC30. Maintain records of maintenance activities and replace tools as necessary to avoid production delays.	1	3	-	-
	NOS Total	30	70	-	-
HCS/N8526: Entrepreneurship Skills for Coir Fibre Artisan	Opportunity identification and market research	4	8	-	-
	PC1. Identify various applications of coir fibre in products like mats, ropes, handicrafts, and other eco-friendly items.	1	2	-	-
	PC2. Analyse market demand, consumer preferences, and eco-friendly trends.	1	2	-	-
	PC3. Research competitors and find niche markets for unique coir products.	1	2	-	-
	PC4. Explore collaborative activities with local artisans and cooperatives.	1	2	-	-
	Business planning and goal setting	4	8		
	PC5. Develop a clear vision, mission, and long-term goals for the coir industry.	1	2	-	-
	PC6. Create a business plan, including product selection, pricing, and target customers.	1	2	-	-
	PC7. Create initial investment, working capital, and revenue streams.	1	2	-	-
	PC8. Identify risks and develop strategies to manage uncertainties.	1	2	-	-
	Product development and design innovation	4	8	-	-
	PC9. Explore new designs and patterns for coir products.	1	2	-	-
	PC10. Utilise traditional craftsmanship with modern techniques.	1	2	-	-
	PC11. Create eco-friendly products by using natural dyes and minimising waste.	1	2	-	-
	PC12. Ensure product durability, aesthetics, and functionality	1	2	-	-

	are aligned with the market trends.				
	Branding and Marketing strategy	4	8	-	-
	PC13. Establish a brand identity that emphasizes eco-friendly and cultural heritage.	1	2	-	-
	PC14. Design attractive packaging that emphasises sustainability.	1	2	-	-
	PC15. Use social media, e-commerce platforms, and local exhibitions to sell products.	1	2	-	-
	PC16. Create narratives to connect customers with the artisan's journey.	1	2	-	-
	Financial management	4	8	-	-
	PC17. Estimate the cost for raw materials, labour, and transportation.	1	2	-	-
	PC18. Create pricing strategies that ensure profitability while remaining competitive.	1	2	-	-
	PC19. Maintain accurate records of income, expenses, and profit margins.	1	2	-	-
	PC20. Access financial support through loans, grants, or government schemes.	1	2	-	-
	Quality assurance and production efficiency	4	8	-	-
	PC21. Implement quality control measures at every stage of production.	1	2	-	-
	PC22. Train employees to improve productivity and reduce defects.	1	2	-	-
	PC23. Reduce the use of raw materials to reduce waste and reduce costs.	1	2	-	-
	PC24. Ensure that products meet customer expectations for durability and craftsmanship.	1	2	-	-
	Legal compliance and ethical practices	3	10	-	-
	PC25. Register the business and obtain the necessary licenses.	1	2	-	-

	PC26. Maintain compliance with labour laws, fair wages, and safe working conditions.	1	4	-	-
	PC27. Adopt environmentally sustainable practices and adhere to pollution control regulations.	1	4	-	-
	Scaling and Sustainability	3	12		
	PC28. Discover new markets, including exports and online sales. Define product lines to cater to different market segments.	1	4	-	-
	PC29. Implement sustainable measures, such as reusing coir waste.	1	4	-	-
	PC30. Build partnerships with eco-friendly initiatives and local communities.	1	4	-	-
	NOS Total	30	70	-	-
HCS/N9908: Working in a team	Commitment and trust	7	15	-	-
	PC1. be accountable to one's role in the whole process	4	8	-	-
	PC2. perform all roles with full	3	7	-	-
	Communication	10	18	-	-
	PC3. report problems faced during the process	3	7	-	-
	PC4. talk politely with other team members and colleagues	4	4	-	-
	PC5. submit a daily report of own performance	3	7	-	-
	Adaptability	8	22	-	-
	PC6. adjust in different work situations	3	7	-	-
	PC7. give due importance to other's point of view	3	7	-	-
	PC8. avoid conflicting situations	2	8	-	-
	Creative freedom	4	16	-	-
	PC9. develop new ideas for work procedures	2	6	-	-
	PC10. improve upon the existing techniques to increase process efficiency	2	10	-	-
	NOS Total	29	71	-	-
HCS/N9945: Maintaining	Comply with health, safety, and security requirements at work	30	70	-	-

workplace health and safety	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/N9935: Maintain Personal Cleanliness	Adopt healthy work practices	18	48	-	-
	PC1. Always cover the mouth and nose with a dust mask while working and keep on changing when it gets blocked with dust.	3	8	-	-
	PC2. Follow work instructions strictly to reduce the amount of pollution at the work place e.g. wet the rock / craft material before working on it.	3	8	-	-
	PC3. Wear protective goggles over eyes and replace them when scratches on it obscure the vision.	3	8	-	-
	PC4. wear gloves as per the materials used for making handicraft to avoid blisters; scratches and cuts.	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 the absence of no productivity loss or absenteeism from work due to illness.	4	7	-	-
	PC9. Ensure no long term ill effect on the personal health.	4	8	-	-
	NOS Total	30	70	-	-
DGT/VSQ/N0101: Employability Skills (30 Hours)	Introduction to Employability Skills	1	1	-	-
	PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
	Constitutional values – Citizenship	1	1	-	-
	PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
	Becoming a Professional in the 21st Century	1	3	-	-
	PC3. explain 21st Century Skills such as Self Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning	-	-	-	-

	mindset etc.				
	Basic English Skills	2	3	-	-
	PC4. speak with others using some basic English phrases or sentences	-	-	-	-
	Communication Skills	1	1	-	-
	PC5. follow good manners while communicating with others	-	-	-	-
	PC6. work with others in a team	-	-	-	-
	Diversity & Inclusion	1	1	-	-
	PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC8. report any issues related to sexual harassment	-	-	-	-
	Financial and Legal Literacy	3	4	-	-
	PC9. use various financial products and services safely and securely	-	-	-	-
	PC10. calculate income, expenses, savings etc.	-	-	-	-
	PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
	Essential Digital Skills	4	6	-	-
	PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
	PC13. use internet and social media platforms securely and safely	-	-	-	-
	Entrepreneurship	3	5	-	-
	PC14. identify and assess opportunities for potential business	-	-	-	-
	PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
	Customer Service	2	2	-	-
	PC16. identify different types of customers	-	-	-	-
	PC17. identify customer needs and address them appropriately	-	-	-	-
	PC18. follow appropriate hygiene and grooming standards	-	-	-	-

	Getting ready for apprenticeship & Jobs	1	3	-	-
	PC19. create a basic biodata	-	-	-	-
	PC20. search for suitable jobs and apply	-	-	-	-
	PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
	NOS Total	20	30	-	-
Grand Total		197	453		

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 Coir Fibre Artisan) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT
 -
4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment.....>

Annexure 8: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body

ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

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