

QUALIFICATION FILE

Traditional Soft Toy 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

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Section1: Basic Details

1.	Qualification Name	Traditional Soft Toy 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-01749-2023-V1.1-HCSSC Version of qualification: 1.0	Qualification Name of the existing version: <i>(previous, once approved)</i> Traditional Soft toy Maker-Artisan									
4.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval)</i>	NQR Code: QG-03-HC-045232025-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	Traditional soft toy artisans create soft toy by using various fabrics, threads, decorative materials, etc. The artisan performs various tasks like cutting and stitching to make the product.										
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>1year 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	1year 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	1year 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 of 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 of relevant experience*	5	Previous relevant Qualification of NSQF Level 2.5	1.5-year relevant experience													
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4	Ability to read and write	5 years of relevant experience*																						
5	Previous relevant Qualification of NSQF Level 2.5	1.5-year relevant experience																						
9.	Credits Assigned to this Qualification (as per National Credit Framework (NCrF))	13	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 Total Duration as per selected training delivery modes and as per requirement of the qualification)	☒ 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 Recomm ended (Hours)</th><th>Total (Hours)</th></tr><tr><td>Classroom (offline)</td><td>120 (Includi ng 20 hrs. of ES modul e)</td><td>270 (Includin g 10 hrs. of ES module)</td><td></td><td></td><td>390</td></tr><tr><td>Online</td><td></td><td></td><td></td><td></td><td></td></tr></table> (Refer Blended Learning Annexure for details)	Training Delivery Modes	Theor y (Hours)	Practica l (Hours)	OJT Mandatory (Hours)	OJT Recomm ended (Hours)	Total (Hours)	Classroom (offline)	120 (Includi ng 20 hrs. of ES modul e)	270 (Includin g 10 hrs. of ES module)			390	Online									
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Classroom (offline)	120 (Includi ng 20 hrs. of ES modul e)	270 (Includin g 10 hrs. of ES module)			390																			
Online																								
13.	Aligned to NCO/ISCO Code/s (if code is not available, then mention the same)	NCO-2015/7533.1200																						

14.	Progression Path After Attaining the Qualification (Please show Professional and Academic progression) (wherever applicable)	Vertical Progression Merchandiser (Level 4.5)
15.	Other Indian Languages in which the Qualification & Model Curriculum are being Submitted	Hindi
16.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	☐ Yes ☒ No URLs of similar Qualifications:
17.	Is the Job Role Amenable to Persons with Disability	☒ Yes ☐ No If “Yes”, specify applicable type of Disability: applicable to all types of disability except vision Impairment, mental health conditions, intellectual disability or (limited to physical disability where hands are used).
18.	How participation of women will be encouraged?	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@hcsc.in Contact No.: 011-26139834 Website: www.hcsc.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/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ T-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Carry out the process of making Traditional soft toy	HCS/N7356 NOS Version 1.0	Core	3	7	50:00	160:00	NA	00:00	210:00	28	72	-	-	100	
2.	Entrepreneurship Skills for Traditional Soft Toy Artisan	HCS/N8525 NOS Version 1.0	Core	3	2	20:00	40:00	NA	00:00	60:00	26	74	-	-	100	
3.	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	
4.	Maintaining workplace health and safety	HCS/N9945 NOS Version 1.0	Non-core	3	1	10:00	20:00	NA	00:00	30:00	30	70	-	-	100	

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core / Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
5.	Maintain Personal Cleanliness	HCS/N9935 NOS Version 1.0	Non-core	3	1	10:00	20:00	NA	00:00	30:00	30	70	-	-	100	
6.	Employability & Entrepreneurship Skills (30 hours)	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	120:00	270:00	NA	00:00	390:00	164	318	-	-	550	

Assessment - Minimum Qualifying Percentage

Please specify any one of the following:

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

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

Section 3: Training Related

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

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	12 th Grade pass/ Graduate with Basic IT skills with 1 year experience of performing various tasks like cutting, stitching and creating soft toys using various fabrics, threads, decorative materials etc. 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 performing various tasks like cutting, stitching and creating soft toy using various fabrics, threads, decorative materials etc. 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 performing various tasks like cutting, stitching and creating soft toy using various fabrics, threads, decorative materials etc. 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 validation 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 traditional soft toy artisan is to make traditional soft toy using various raw material. Example: • collect tools and equipment • perform the toy-making process as per the standard procedures • check toy quality and productivity standards	This is at level 3, it requires clear choice of procedures, as here the procedure is standardised by the direction of the supervisor Example • collect tools and equipment • perform the toy-making process as per the standard procedures • check toy quality and productivity standards	3
Professional and Technical Skills/ Expertise/ Professional Knowledge	The incumbent has factual knowledge of field of knowledge or study Examples: • collect raw material like fabric/fur cloth, cotton, decorative material, etc. in prescribed quantities • collect tools like a pair of scissors, pencil, pen, etc. for soft toy making • prepare fur cloth	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, which is routine and repetitive and in a narrow range of application. The incumbent also uses appropriate rule and tool and quality concepts to complete their work. This is evident through: • create the shape of the toy with the help of a pencil on fur cloth • decorate prepared toy using buttons, ribbons, etc.	This is at level 3 as it is missing required cognitive skills and range of methods for problem solving which is for level 4.	3
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. Examples: • write down sketching, cutting, cotton filling, and decoration techniques • read and interpret symbols and readings	Written and oral communication is required with clarity so it's level 3	3

	• read about various sketching and cutting related information • read and understand manuals, health and safety instructions, memos, reports and job cards		
Responsibility	The incumbent also needs skill pertaining to basic arithmetic and algebraic principles, for calculating various quantities and parameters, etc. For example: • collect tools and equipment • perform the toy-making process as per the standard procedures • check toy quality and productivity standards	Responsible for own work and learning therefore at level 3	3

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	Fabric	The base material, usually cotton or other textiles, used for stitching toys.	30 pieces
2	Scissors	Cutting tool used for trimming fabric, threads, and finishing edges.	15 pieces
3	Sewing Needle	Hand needle used for stitching and assembling toy parts.	30 pieces
4	Stuffing Material	Polyfill, cotton waste, or other soft fibre used to fill toys.	5 kgs
5	Threads (Cotton/Nylon)	Strong sewing threads used for stitching and binding toy parts securely.	15 pieces
6	Embroidery Threads	Decorative threads used for embellishment and detailed surface design.	15 pieces
7	Buttons, Beads, Eyes	Small decorative and functional accessories for toy detailing.	1 pair each
8	Patterns / Templates	Paper or card templates used to cut fabric pieces in accurate shapes.	15 pieces
9	Fabric Glue	Adhesive used for securing parts or adding embellishments without stitching.	10 pieces
10	Sewing Machine	Machine used for faster and stronger stitching of fabric parts.	1 eqpt nos
11	First Aid Kit	A safety kit with basic medicines and supplies for treating needle pricks, etc.	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

Sr. No.	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Rajasthan Rural Handicrafts	MADAN LAL	Proprietor	VPO-Bhanwata Kuchaman City, Didwana Kuchaman - 341508 (RJ)	9828780359	rajasthanruralhandicraft@gmail.Com	
2	Krishana Handicrafts	Billu Ram Bhat	Proprietor	H.NO.-263/469 Sector-26 Pratap Nagar Sanganer, Jaipur-302033 (RJ)	9810523135	br.traditionalfolkart@gmail.com	
3	Rajasthani Puppeteer	Nathu lal	Proprietor	41, Kalakar Colony, Panipech, Shastri Nagar, Jaipur-302016	9928326142	Rajasthanipuppeteer@gmail.com	
4	Poddar Associates	Akshay Poddar	Proprietor	F-14, Rathor Nagar, Amarpali Marg. Vaishali Nagar, Jaipur-302021 (RJ)	9829090313	Pods@poddarassociates.com	
5	MSME	ARTI	Artisan	Near Ramdev Temple Bhanwata, Nagaur-341508 (Rajasthan)	9828780359		
6	MSME	ASHOK BHAT	Artisan	ASHOK BHAT , Aalu Factory Kathputli Colony, Jyoti Nagar, Jaipur-302005 (RJ)	9649476157		
7	MSME	BACCHI	Artisan	29 New Kathputli Colony, Malviya Nagar, Jaipur-302017 (RJ)	9602019704		
8	MSME	BANVAREE LAL BHAR	Artisan	Jaipur-302005 (RJ)	9521090127		
9	MSME	BANTI BHAAT	Artisan	9 New Kathputli Colony,	9887925258		

				Kacchi Basti Manoharpura, Jagatpura, Jaipur- 302017 (Rajasthan)			
10	MSME	BASANTI DEVI	Artisan	136 New Vidhan Sabha Bhawani Singh Road, SCHEME, , Jaipur- 302017 (RJ)	9828308235		
11	MSME	BILLU RAM BHAT	Artisan	H. No.-263/469 Sec.- 26, Pratap Nagar Sanganer, Jaipur- 302033 (RJ)	9810523135		
12	MSME	BIMLA DEVI	Artisan	Jaipur-302012 (RJ)	8742011679		
13	MSME	BIRJU BHATT	Artisan	29 New Kathputli Colony, Malviya Nagar, Jaipur-302017 (RJ)	9602019704		
14	MSME	GANESH BHAT	Artisan	24 Kathputli Colony, Jyoti Nagar Jagatpura, Bhawani Singh Road, Jaipur- 302017 (Rajasthan)	8696828507		
15	MSME	GARYASHI BHAT	Artisan	Aalu Factory Kathputli Colony, Jyoti Nagar, Jaipur-302005 (RJ)	9509870553		
16	MSME	GUDDI BHAT	Artisan	Aalu Factory Kathputli Colony, Jyoti Nagar, Jaipur-302005 (RJ)	9509870553		
17	MSME	HARI BHAT	Artisan	Bhawani Singh Road, Kathputli Colony, Kacchi Bali, 22 Goudam, Jaipur- 302005 (Rajasthan)	7410828199		
18	MSME	HEMLATA DEVI	Artisan	Jaipur-302005 (RJ)	9571972711		
19	MSME	HRITIK BHATT	Artisan	43 New Kathputli Colony Jagatpura,	7425842505		

				Jaipur-302017 (RJ)			
20	MSME	KANTA DEVI	Artisan	Kathputli Colony Jagatpura, Jaipur-302017 (RJ)	8502963194		
21	MSME	KISHAN	Artisan	259 Kathputli Udyog Bhawan, Jyoti Nagar, Jaipur-302005 (RJ)	9521090127		
22	MSME	KOMAL BHAT	Artisan	KOMAL BHAT , Aalu Factory Kathputli Colony, Jyoti Nagar, Jaipur-302005 (RJ)	9649476157		
23	MSME	LALA BHAT	Artisan	42 New Kathputli Colony, Malviya Nagar, Jaipur-302017 (RJ)	8949322107		
24	MSME	MADAN LAL	Artisan	Madan Lal, VPO-Bhanwata Kuchaman City, Didwana Kuchaman - 341508 (RJ)	9828780359		
25	MSME	MEENA DEVI	Artisan	24 Kathputli Colony, Kacchi Bali, Bhawani Singh Road, Jaipur- 302017 (Rajasthan)	8696700519		
26	MSME	MUGTI BHAT	Artisan	Aalu Factory Kathputli Colony, Jyoti Nagar, Jaipur-302005 (RJ)	7357094340		
27	MSME	PUJA DEVI	Artisan	135 Jaipur-302005 (RJ)	9521090127		
28	MSME	RAJASH BHAT	Artisan	RAJASH BHAT, 9 New Kathputli Colony, Malvia Nagar, Jaipur-302017 (Rajasthan)	9887925258		
29	MSME	RAJU BHAR	Artisan	Jaipur-302005 (RJ)	9521090127		
30	MSME	RAKESH BHAR	Artisan	Jaipur-302005 (RJ)	9636576471		
31	MSME	RAVI BHAT	Artisan	Aalu Factory Kathputli Colony, Jyoti Nagar,	9649476157		

				Jaipur-302005 (RJ)			
32	MSME	RENCHO	Artisan	RENCHO , 43 New Kathputli Colony Jagatpura, Jaipur-302017 (RJ)	9929284447		
33	MSME	ROSHAN LAL BHAT	Artisan	10 Nandpuri Colony Kathputli Colony, Malviya Nagar, Jaipur-302017 (RJ)	8875336812		
34	MSME	SANTRA DEVI	Artisan	Jaipur-302005 (RJ)	9521090127		
35	MSME	SAYREE DEVI	Artisan	Jaipur-302005 (RJ)	9521090127		
36	MSME	SUNITA BHAT	Artisan	Aalu Factory Kathputli Colony, Jyoti Nagar, Jaipur-302005 (RJ)			
37	MSME	SURENDRA	Artisan	SURENDRA , Jaipur-302012 (RJ)	8996828057		
38	MSME	VIJAY KUMARI	Artisan	758 Jaipur-302005 (RJ)	9521090127		
39	MSME	VIKAS	Artisan	9 New Kathputli Colony, Kacchi Basti Manoharpura, Jagatpura, Jaipur-302017 (Rajasthan)	9887925250		
40	MSME	VIKASH BHAT	Artisan	Aalu Factory Kathputli Colony, Jyoti Nagar, Jaipur-302005 (RJ)	8003459882		
41	MSME	VIMLA REGAR	Artisan	10 New Kathputli Colony, Jagatpura Road, Malvia Nagar, Jaipur- 302017 (Rajasthan)	9680546182		
42	MSME	VISHAL BHAT	Artisan	VISHAL BHAT, Aalu Factory Kathputli Colony, Jyoti Nagar, Jaipur-302005 (RJ)	9521650345		

Annexure 4: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
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	-	-	-	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	15681	14719	14719	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	60687	58765	58765	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/N7356: Carry out the process of making Traditional soft toy	Material Selection and Preparation	4	8	-	-
	PC1. Identify appropriate fabrics, stuffing materials, and decorative elements based on the toy design.	1	2	-	-
	PC2. Ensure materials are safe, non-toxic, and suitable for children, adhering to quality standards.	1	2	-	-
	PC3. Measure and cut fabric accurately according to design	1	2	-	-

	templates or patterns.				
	PC4. Provide tools such as scissors, needles, sewing machines, and stuffing equipment for the process.	1	2	-	-
	Pattern Cutting and Stitching	4	8		
	PC5. Using patterns or stencils, create the design onto the fabric.	1	2	-	-
	PC6. Cut fabric pieces neatly, ensuring uniformity and precision.	1	2	-	-
	PC7. Stitch fabric pieces together, maintaining consistent seam allowance and secure stitching.	1	2	-	-
	PC8. Provide appropriate openings for stuffing and ensure seams are reinforced for durability.	1	2	-	-
	Stuffing and Shaping	4	8		
	PC9. Select suitable stuffing materials such as cotton, wool, or synthetic fibres.	1	2	-	-
	PC10. Ensure that the toy is properly shaped and soft, without lumps or empty spaces.	1	2	-	-
	PC11. Adjust the quantity of stuffing to maintain the toy's structural integrity and comfort.	1	2	-	-
	PC12. Close the stuffing opening neatly, ensuring stitches for a polished finish.	1	2	-	-
	Detailing and Decoration	4	16		
	PC13. Attach decorative elements such as buttons, beads, or embroidery with secure stitching.	1	4	-	-
	PC14. Using embroidery or fabric paint, create facial features and other design details.	1	4	-	-
	PC15. Ensure decorations are securely attached and child-safe, avoiding sharp or loose parts.	1	4	-	-
	PC16. Inspect the toy's appearance, ensuring even decoration placement and neat finishing.	1	4	-	-
	Quality Check and Finishing	4	16		

	PC17. Check for loose threads, uneven seams, or improper stuffing and correct as needed.	1	4	-	-
	PC18. Provide structural integrity and ensure all parts are securely attached.	1	4	-	-
	PC19. Conduct a safety inspection, ensuring no sharp edges or choking hazards.	1	4	-	-
	PC20. Clean the toy and prepare it for packaging, ensuring a neat and attractive presentation.	1	4	-	-
	Tool Maintenance and Work Area Management	8	16		
	PC21. Clean and maintain tools like needles, scissors, and sewing machines after each use.	2	4	-	-
	PC22. Store tools safely and organise the workspace for efficiency.	2	4	-	-
	PC23. Provide proper disposal of waste materials and maintain a healthy working environment.	2	4	-	-
	PC24. Keep records of material usage and maintain inventory for effective production.	2	4	-	-
	NOS Total	28	72	-	-
HCS/N8525: Entrepreneurship Skills for Traditional Soft Toy Artisan	Understanding Market Trends and Opportunities	3	6	-	-
	PC1. Identify developing trends in soft toy design, materials, and consumer preferences.	1	2	-	-
	PC2. Analyse market demand, target customers, and pricing strategies.	1	2	-	-
	PC3. Identify competition and create a unique selling proposition (USP) for soft toys.	1	2	-	-
	Business Planning and Financial Management	4	8	-	-
	PC4. Develop a basic business plan highlighting vision, goals, and strategies.	1	2	-	-
	PC5. Estimate the cost of raw materials, labour, packaging, and distribution.	1	2	-	-
	PC6. Identify funding sources, such as self-financing, loans, or government schemes.	1	2	-	-

	PC7. Maintain financial records, including sales, expenses, and profits.	1	2	-	-
	Product Development and Innovation	3	8		
	PC8. Select the appropriate materials and techniques for making soft toys.	1	2	-	-
	PC9. Develop prototypes and test designs for durability and safety compatibility.	1	2	-	-
	PC10. Include innovative elements such as ecofriendly fabrics or interactive features.	1	4	-	-
	Branding, Marketing, and Sales Strategies	4	16		
	PC11. Design attractive packaging and branding items to enhance product appeal.	1	4	-	-
	PC12. Promote soft toys through online and offline advertising channels.	1	4	-	-
	PC13. Identify and collaborate with retailers, ecommerce platforms, and local markets.	1	4	-	-
	PC14. Utilise social media and digital platforms for customer engagement and sales.	1	4	-	-
	Production and Quality Control	3	12		
	PC15. Ensure consistency in stitching, packing, and finishing of soft toys.	1	4	-	-
	PC16. Implement quality inspections to meet safety and industry standards.	1	4	-	-
	PC17. Improve production efficiency while maintaining product quality.	1	4	-	-
	Legal and Ethical Considerations	3	12	-	-
	PC18. Register the business and comply with legal regulations.	1	4	-	-
	PC19. Follow ethical sourcing methods for materials and fair labour policies.	1	4		
	PC20. Ensure compliance with child safety and eco-friendly manufacturing standards.	1	4		

	Scaling and Sustainability	6	12		
	PC21. Explore opportunities to expand product lines, such as custom toys or themed collections.	2	4		
	PC22. Implement sustainable methods, including waste reduction and recycling.	2	4		
	PC23. Develop partnerships with NGOs, schools, and corporate customers for bulk orders.	2	4		
	NOS Total	26	74	-	-
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	-	-
	Total Marks	29	71	-	-
HCS/N9945: Maintaining workplace health and safety	Comply with health, safety, and security requirements at work	30	70	-	-
	PC1. Comply with health and safety related instructions applicable to the workplace.	2	6	-	-
	PC2. Use and maintain personal protective equipment as per protocol.	2	6	-	-
	PC3. Carry out own activities in line with approved guidelines	2	6	-	-

	and procedures				
	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 organisational 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	3	8	-	-

	pollution at the work place e.g. wet the rock / craft material before working on it.				
	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. calculating 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	-	-	-	-

	Total Marks	20	30	-	-
Grand Total		164	318		

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 Traditional Soft Toy 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