

QUALIFICATION FILE

Handcrafted Candle Maker

- 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

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Section1: Basic Details

1.	Qualification Name	Handcrafted Candle Maker	
2.	Sector/s	Handicrafts and Carpet Sector Skill Council	
3.	Type of Qualification <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options	NQR Code & version of the existing /previous qualification: <i>(change to previous, once approved)</i> NA	Qualification Name of the existing version: NA
4.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval)</i>	NQR Code: QG-03-HC-00581-2023-V1-HCSSC Version of qualification: 1.0	5. NCrF/NSQF Level: 3
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	Candle Maker is responsible for using a combination of wax and wicks in a flame to create a product by using manual dipping methods. They use their artistic and design skills to create custom candle designs and work to ensure all products conform to manufacturing standards.	
8.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience:	

	<p>b. Age: 18 years</p> <table border="1" data-bbox="1048 244 2051 644"> <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>9th grade pass</td> <td>1-year relevant experience</td> </tr> <tr> <td>2</td> <td>8th grade pass</td> <td>2-year relevant experience</td> </tr> <tr> <td>3</td> <td>5th grade pass</td> <td>5-year relevant experience</td> </tr> <tr> <td>4</td> <td>Previous relevant Qualification of NSQF Level 2.5</td> <td>1.5-year relevant experience</td> </tr> <tr> <td>5</td> <td>Previous relevant Qualification of NSQF Level 2</td> <td>3-year relevant experience</td> </tr> </tbody> </table>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)	1	9th grade pass	1-year relevant experience	2	8th grade pass	2-year relevant experience	3	5th grade pass	5-year relevant experience	4	Previous relevant Qualification of NSQF Level 2.5	1.5-year relevant experience	5	Previous relevant Qualification of NSQF Level 2	3-year relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)																		
1	9th grade pass	1-year relevant experience																		
2	8th grade pass	2-year relevant experience																		
3	5th grade pass	5-year relevant experience																		
4	Previous relevant Qualification of NSQF Level 2.5	1.5-year relevant experience																		
5	Previous relevant Qualification of NSQF Level 2	3-year relevant experience																		
<p>9. Credits Assigned to this Qualification (as per National Credit Framework (NCrF))</p>	12	<p>10. Common Cost Norm Category (I/II/III) (wherever applicable): II</p>																		
<p>11. Any Licensing Requirements for Undertaking Training on This Qualification (wherever applicable)</p>	NA																			
<p>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)</p>	<p><input checked="" type="checkbox"/> Offline Only <input type="checkbox"/> Online Only <input type="checkbox"/> Blended</p> <table border="1" data-bbox="1010 943 2085 1390"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>120 (including 20 hours of ES module)</td> <td>240 (including 40 hours ES module)</td> <td></td> <td>90</td> <td>360</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	120 (including 20 hours of ES module)	240 (including 40 hours ES module)		90	360	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)															
Classroom (offline)	120 (including 20 hours of ES module)	240 (including 40 hours ES module)		90	360															
Online																				

		(Refer Blended Learning Annexure for details)
13.	Aligned to NCO/ISCO Code/s (if code is not available, then mention the same)	NCO-2015/7318.0100
14.	Progression Path After Attaining the Qualification (Please show Professional and Academic progression) (wherever applicable)	Vertically Progression Entrepreneur Horizontally Progression NA
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	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:
17.	Is the Job Role Amenable to Persons with Disability	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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: 23/06/2023	23. Validity Duration: 3 years	24. Next Review Date: 23/06/2026
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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 <i>(if applicable)</i>	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 (%) <i>(if applicable)</i>
1.	Preparing Wax for Candle Making	HCS/N9201 NOS Version 1.0	Core	3	3	30:00	60:00	NA	30:00	90:00	30	70	-	-	100	
2.	Preparing Candle	HCS/N92	Core	3	2	20:	40:	NA	30:0	60:00	30	70	-	-	100	

S. No	NOS/Module Name	NOS/Module Code & Version <i>(if applicable)</i>	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 (%) <i>(if applicable)</i>
	container and Wick	02 NOS Version 1.0				00	00		0							
3.	Preparing design and different layers of colors on candle	HCS/N9203 NOS Version 1.0	Core	3	2	20:00	40:00	NA	30:00	60:00	40	60	-	-	100	
4.	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	
5.	Maintain Safe and Healthy Work Environment	HCS/N9902	Non-core	4	1	10:00	20:00	NA	00:00	30:00	28	72	-	-	100	

S. No	NOS/Module Name	NOS/Module Code & Version <i>(if applicable)</i>	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 (%) <i>(if applicable)</i>
		NOS Version 6.0														
6.	Maintain Personal Hygiene	HCS/N9903 NOS Version 3.0	Non-core	4	1	10:00	20:00	NA	00:00	30:00	27	73	-	-	100	
7.	Employability & Entrepreneurship Skills	DGT/VS Q/N0102 NOS Version 1.0	Non-core	4	2	20:00	40:00	NA	00:00	60:00	20	30	-	-	50	
Duration (in Hours) / Total Marks					12	120:00	240:00	NA	90:00	360:00	210	440	-	-	650	

Assessment - Minimum Qualifying Percentage

Please specify any one of the following:

Minimum Pass Percentage – Aggregate at qualification level: 50 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 30 % (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 1 years’ experience in the relevant sector
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
3.	Tools and Equipment Required for the Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If “Yes”, details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	-

Section 4: Assessment Related

1.	Assessor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Graduation with Knowledge of Craft with 6 months experience in the relevant sector
2.	Proctor’s Qualification and experience in relevant	Graduation with Knowledge of Craft with 6 months experience in the

	sector (in years) (as per NCVET guidelines) wherever applicable	relevant sector
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable	Graduation with Knowledge of Craft with 6 months experience in the relevant sector
4.	Assessment Mode (Specify the assessment mode)	Blended
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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

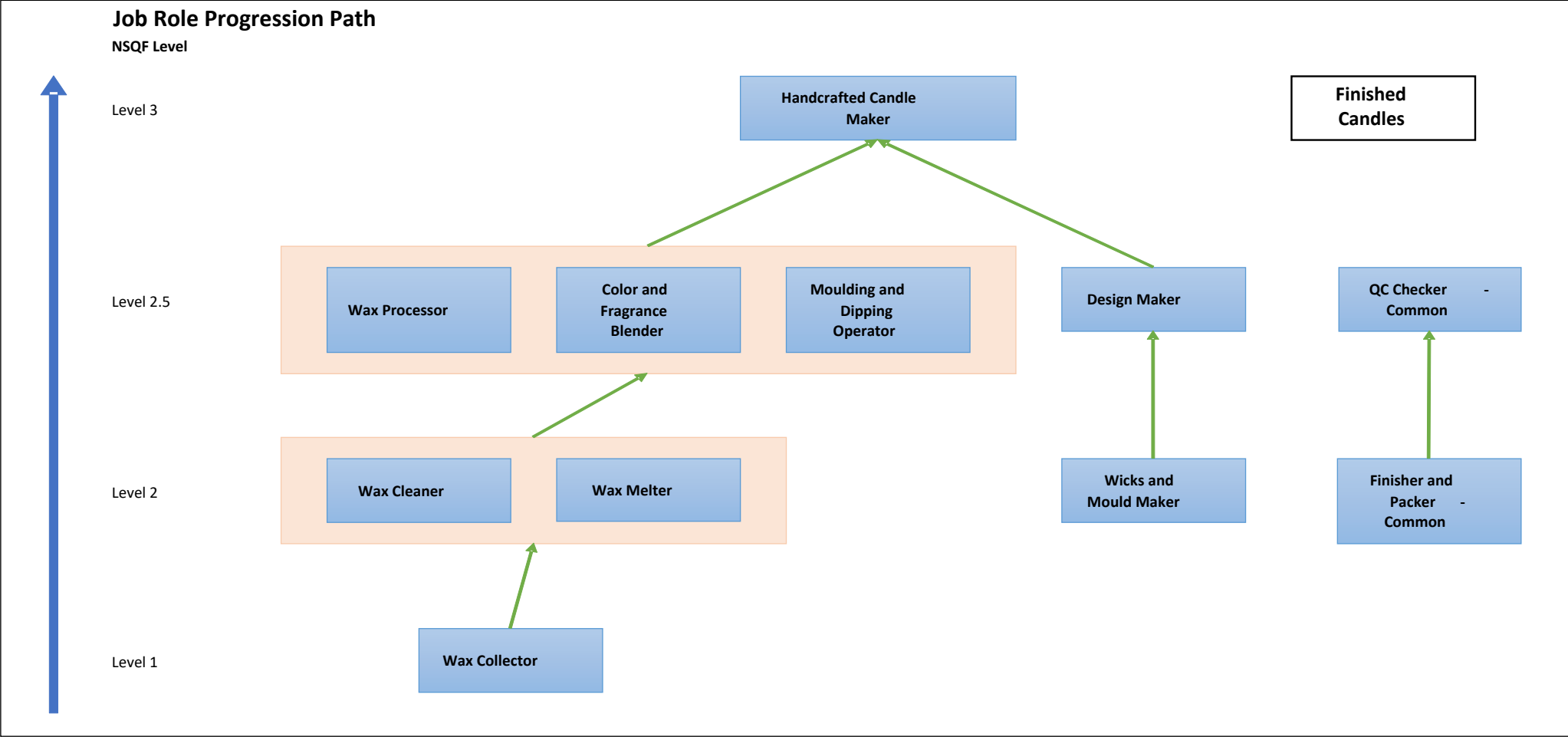
1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	At level 3 the candidate is a senior skilled technician and can apply the required knowledge for successfully implementing or applying techniques/ processes in a specific field/ job role. (Annexure 1)
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Paraffin wax, Soy wax, bees, wax double boiler, pouring pot, colour, essential oils, Silicone spatula and thermometer, Container or Silicone baking mold, beeswax, soy wax, paraffin wax, hex nut candle wick, metal holder or wick holder, hot glue, cleaning cloth, wick trimmer, butter knives, digital scale and Molten wax of different colors, paint color, paint brush, blade and cutter and Basic Stationery (Annexure 2)
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	<ul style="list-style-type: none"> • Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC. • Each NOS will be assessed both for theoretical knowledge and practical • The assessment will be based on knowledge bank of questions created by the SSC. • Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre • To pass the Qualification Pack, every trainee should score a minimum of 30% in every NOS • In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack (Annexure 6)
4.	Annexure: Assessment Strategy <i>(Not</i>	Assessment strategy will be to assess the candidate's performance in Theory

	<i>Mandatory)</i>	and Practical. Where, major focus will be on the Practical knowledge of the craft of a candidate who is being assessed. (Annexure 7)
5.	Annexure: Blended Learning (<i>Mandatory, in case selected Mode of delivery is Blended Learning</i>)	Blended learning called a “flipped classroom”, “hybrid learning” or “mixed learning,” is an approach that mixes instructor-led classroom training with online content, which could be in the form of on-demand videos that learners review outside of class. The live instruction can be face-to-face or online (via a live virtual classroom or even two-way video), or there might be no live lecture at all. Blended learning represents a learning model that combines both formal (traditional classroom) and non-formal (online) methodologies. (Annexure 5)
6.	Annexure: Multiple Entry-Exit Details (<i>Mandatory, in case qualification has multiple Entry-Exit</i>)	The Multiple entry and exit criteria would help in fragmenting an entire program into smaller units with due acknowledgement being given to each unit of learning. The credit transfer mechanism will also enable a student to enter, exit and re-enter the educational ecosystem both general and vocational at any point of time.
7.	Annexure: Acronym and Glossary (<i>Optional</i>)	(Annexure 8)
8.	Supporting Document: Model Curriculum (<i>Mandatory – Public view</i>)	Model Curriculum attached separately
9.	Supporting Document: Career Progression (<i>Optional - Public view</i>)	Career Progression/ Job Role Progression appended below
10.	Any other document you wish to submit:	

Occupational Map - Handicrafts and Carpet Sector Skill Council

The Occupational Map (OM) is a map of the sector that is created by identifying the sub-sectors and occupations. It is the product of the occupational analysis and is a visual representation of the occupation/job hierarchy of the sector.

As per NCrf		As per NCO-2015	Sub-Sector 1: Handcrafted Candles							
NCrf Level (1-8)	Level Descriptors	NCO-15 -- Family (First 4 digits code/s for the given level cross cutting the OM Sub-Sectors/Occupations)	Finisher and Packer - Common	QC Checker - Common	Design Maker	Wicks and Mould Maker	Moulding and Dipping Operator	Color and Fragrance Blender	Wax Processor	Wax Collector - Common
Level 8	1. Professional Theoretical Knowledge: Mastery of knowledge / Innovation driven/ Comprehensive knowledge 2. Professional and Technical Skills/ Expertise: Most advanced Technical and									
Level 7	1. Professional Theoretical Knowledge: Advanced knowledge with critical understanding of emerging developments 2. Professional and Technical Skills/ Expertise: Highly specialized skills , transdisciplinary skills, leadership skills 3. Employment Readiness & Entrepreneurship Skills & Mind-set: Cross cultural competency , transformational leadership 4. Broad Learning Outcomes: Apply acquired advanced technical skills, technical appraisal and reviews 5. Responsibility: Business Management (like CEO / CXO ,etc.)									
Level 6	1. Professional Theoretical Knowledge: Advanced multidisciplinary and specialized knowledge 2. Professional and Technical Skills/ Expertise: Advanced Technical and									
Level 5.5	Managerial Skills									
Level 5	1. Professional Theoretical Knowledge: Multidisciplinary and specialized knowledge 2. Professional and Technical Skills/ Expertise: Range of skills along with specialized domain skills 3. Employment Readiness & Entrepreneurship Skills & Mind-set: Entrepreneurial mindset, selfmanagement 4. Broad Learning Outcomes: Judgement / decision making – specialized 5. Responsibility: Team leader – Junior technical supervisor, Technical									
Level 4.5	supervisor or junior/ deputy manager									
Level 4	1. Professional Theoretical Knowledge: Specialized knowledge 2. Professional and Technical Skills/ Expertise: Specialized skills 3. Employment Readiness & Entrepreneurship Skills & Mind-set: Team readiness, self-entrepreneurship readiness 4. Broad Learning Outcomes: Specialized/ complex jobs/tasks									
Level 3.5	5. Responsibility: Self and team responsibility – Sr. Technician or Master									
Level 3	1. Professional Theoretical Knowledge: Range of knowledge 2. Professional and Technical Skills/ Expertise: Range of technical skills 3. Employment Readiness & Entrepreneurship Skills & Mind-set: Team	NCO-2015/7318.0100	Handcrafted Candle Maker							
Level 2.5	readiness & Enterpreurial readiness									
Level 2	1. Professional Theoretical Knowledge: Fundamental knowledge 2. Professional and Technical Skills/ Expertise: Limited finite skills 3. Employment Readiness & Entrepreneurship Skills & Mind-set: Employment readiness									
Level 1	1. Professional Theoretical Knowledge: Elementary Knowledge 2. Professional and Technical Skills/ Expertise: Role confined Skills 3. Employment Readiness & Entrepreneurship Skills & Mind-set: Basic									



Annexure: 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
<p>Professional Theoretical Knowledge/Process</p>	<p>The incumbent's role as a Handcrafted Candle Maker is to prepare various raw material to make a final product.</p> <p>Example:</p> <ul style="list-style-type: none"> • Prepare different types of wax for making taper candle • Prepare design and different layers of colors on candle 	<p>This is level 3 as the individual works in a familiar, predictable, routine, situation of clear choice</p> <ul style="list-style-type: none"> • Ensure the method of double boiler to melting the wax as it prevents the wax from catching flame and also controls the temperature. • identify the different types of parameters required to ensure the appropriate amount of inventory is being achieved • evaluate the required shape of the product visually while molding • analyze the appropriate height measures that involves the process of taper candle 	<p>3</p>

<p>Professional and Technical Skills/ Expertise/ Professional Knowledge</p>	<p>The incumbent has factual knowledge of field of knowledge or study which is in this case includes different methods of Candle making Examples:</p> <ul style="list-style-type: none"> • follow the standard operating procedures in order to melting the wax • apply standard operating procedures based on the quality standard parameters tot ensure appropriate melting wax is being achieved. • apply the appropriate amount of wax on to the candle mould to get the desired shape and dimensions • apply he appropriate tools for checking handmade candle. <p>demonstrate the process of acrylic solution to polish the end product</p>	<p>It is at level 3 at this level as outlined Skills to identify the relevant tools and materials in given context.</p>	<p>3</p>
<p>Employment Readiness &</p>	<p>Most of the work involves recall</p>	<p>A handcrafted candle maker</p>	<p>3</p>

<p>Entrepreneurship Skills & Mind-set/Professional Skill</p>	<p>and demonstration of practical skill, is routine and repetitive, and in a narrow range of applications. The incumbent also uses appropriate rules and tools and quality concepts to complete their work. Examples:</p> <ul style="list-style-type: none"> • Use approved procedures to inspect dipping method of candle visually for any possible defects as per required standard parameters before work <p>Identify the surfaces and dimensions of the final product</p>	<p>applies professional skill to accomplish the tasks for making taper candle and having a professional skill while using a dipping method.</p> <p>Hence level 3</p>	
<p>Broad Learning Outcomes/Core Skill</p>	<p>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</p>	<p>Written and oral communication is required with clarity so its level 3</p>	<p>3</p>

	<p>documentation. Examples:</p> <ul style="list-style-type: none"> • create small notes/work documents/diagrams for operators and helpers to help them understand the process <p>communicate the gaps in process, if any to supervisor</p>		
Responsibility	<p>The incumbent also needs skill pertaining to basic arithmetic and algebraic principles, for calculating various quantities and parameters, etc. For example: production how to plan for material requirement</p>	Responsible for own work and learning therefore at level 3	3

Annexure: 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	Paraffin wax	Paraffin wax is the chief element that is used for candle making	4kg
2	Soy wax	Soy wax is used for making candle and also burns slower than paraffin wax.	4kg
3	bees wax	Beeswax used for making taper candle	4kg
4	double boiler	Double boiler used for heating and meting the wax chops	10unit
5	pouring pot	Pouring pot helps to pouring molten wax into mould	10unit
6	Silicone spatula	Silicone spatula used to stir the solid wax	8 unit
7	Fragrance oils	Fragrance oils used to manufacture the aromatic candles	2litre
8	Container or Silicone baking mold	Silicone baking mold used to get desired shape of the candle.	15types
9	Candle wick	Candlewick is the component that is used to light the candle	5bundle
10	metal holder or wick holder	Metal holder is used for holding the wax container while pouring the molten wax into the mold	4 bundle
11	hot glue	Using hot glue to secure wick tabs	10unit
12	wick trimmer	Wick trimmer is as similar to scissors, used to trim down the wicks of candles	1each
13	Oil based colors	Oil-based colors are used for paint the end-products	4bundle
14	Paint brush	Paint brush is used for paint the candles	6 packets
15	Hex nut	Hex nut using for tie each end of the wick	4 packets
16	Blade and cutter	Using for cutting the layers and form the design on hot molten wax	1each
17	Acrylic solution	Using for polish the en-product	4 litre

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: Industry Validations Summary

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Decorado Candles	Tripti Sharma	Founder	Wz-162/2, 4F, Sri Nagar, New Deldi-110034.	8307523565	DecoradoOOO@gmail.com	@Decorado_Jt
2	Anmol Arts	Anmol Omer	Owner	Salakhan, Robertganj Uttar Pradesh	8115862884		
3	Candle Wala Company	RAJ PATHAK	OWNER	Miyanpur, jaunpur, uttar pradesh	979-259-9100	cyberjnp@gmail.com	
4	Ganges Arts creations	Ganges		Azamgarh, Uttar Pradesh	7652007259	gangesazm79@gmail.com	
5	Spectro Analytical India	Sushi! Kumar		155, Arya Nagar, Block-2, Dehradun	8218116078	saidn77@gmail.com	

				Uttarkhand			
6	Macrobian Technologies Pvt. Ltd.	Savita Rana	Director	plot no-11, lane no-2, doon hills colony, ring road, ladpur, dehradun-248008	8630083886	macrobiantechnologiespvtltd@gmail.com	
7	Ariac Art	Hetalba Zala	Owner	302,3rd Floor,"Decora Square", Opp,Sadhu Vasvani School,Sadhu Vasvani Road,Rajkot-360005	94277 21919	ariacart@gmail.com	
8	Krishna Candle	KRISHNA	OWNER	BINDAKI, FATEHPUR, LITTAR PRADESH	051 81 298043		
9	Sonayukti	Sonayukti	OWNER	Plot No. 131/A, Sathariya Industrial Area, Jaunpur (UP)	9569223415	ajeetsonyuktijnp@gmail.com	
10	Shobhna Traders	Shobhna	Owner	f-7f79. industrial area, Cajraula	+91-8076263045	shobhnatraders@gmail.com	
11	Varanasi	Vrin Aggarwal	Owner	Lare13,	9336624340	vrin07aerawal@gmail.com	

	Candles			9.rceµr, N:iria,,Vcraras1 0 tar A-adeslv Irda			
12	Hedwing India Federation			F-7/75 Bilari House Kanoon Goyan,Morada bad	8077668053	hedwingindiafederation@gmail .com	

Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023-24	750	Self-employment	Approx. 60%	Self-employment	N/A	N/A
2024-25	1000	Self-employment	Approx. 60%	Self-employment	N/A	N/A
2025-26	1250	Self-employment	Approx. 60%	Self-employment	N/A	N/A

Data to be provided year-wise for next 3 years.

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed

2	<input checked="" type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	<ul style="list-style-type: none"> • Presentations • E-Content/ • Curated digital content 	<ul style="list-style-type: none"> • Without use of appropriate tech tools, 80% Offline and only upto 20% online otherwise. 100% virtual while working in virtual teams / virtual collaboration
3	<input checked="" type="checkbox"/> Showing Practical Demonstrations to the learners	Projector, laptop various tools and equipment	<ul style="list-style-type: none"> • For all skills, where a physical product is created, at least 50% shall be on practical demonstrations and site visits
4	<input checked="" type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	Projector, laptop various tools and equipment	<ul style="list-style-type: none"> • 100% offline without the use of any technology tools.
5	<input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	Learning Management system	<ul style="list-style-type: none"> • 70% offline and upto 30% online where a physical product is created as part of skilling
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		

Annexure: 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/N9201:	prepare raw material for preparing wax	3	7	-	-
	PC1. collect raw material like beeswax, soy wax,				

Preparing Wax for making Candle	paraffin wax, double boiler, pouring pot, color and essential oils	2	4	-	-
	PC2. collect tools like silicone spatula and thermometer	1	3	-	-
	prepare three different waxes for making candle	8	19	-	-
	PC3. use soy wax, beeswax along with paraffin wax for the better quality.	2	4	-	-
	PC4. make sure melting Paraffin wax at around 100 degrees	2	5	-	-
	PC5. melt soy wax at approximately 124 degrees	2	5	-	-
	PC6. melt bee wax at around 145 degrees	2	5	-	-
	melting solid form of wax by using double boiler technique	10	22	-	-
	PC7. pour the flakes into a pouring pot and measure the same amount again, because the flakes melt down so much.	2	4	-	-
	PC8. melt solid form of wax is in a unique technique called double boiler method and slowly warm the wax, using spatula	2	4	-	-
	PC9. follow this method of double boiler to melting the wax as it prevents the wax from catching flame and also controls the temperature.	2	4	-	-
	PC10. use double boiler for melting the wax, 0.5/4th of water is poured into the boiler and the blocks of wax are allowed to melt at 50-55 degree Celsius approximately.	2	5	-	-
PC11. make sure the vertically lengthy candles, wax is melted at 59 degrees Celsius as to improve the long-lasting potency of the candles a hardening agent is added to wax.	2	5	-	-	
prepare fragrance oil and color	5	13	-	-	
PC12. add fragrance oil of about 15 to 30 ml to					

	maximum 45kgs of wax to prepare beautifully aromatic candles.	2	5	-	-
	PC13. use different types of fragrances are chocolate, bayberry, sandalwood, jasmine, ocean mist and few others.	1	3	-	-
	PC14. adding color dyes in molten wax to make the candles colorful	2	5	-	-
	check quality standards of melting wax	4	9	-	-
	PC15. demonstrate the inspection process based on the quality standard parameters to ensure appropriate melting wax is being achieved	1	3	-	-
	PC16. ensure melting and pouring process is done properly	2	3	-	-
	PC17. check if double boiler method is done appropriately	1	3	-	-
	Total Marks	30	70	-	-
HCS/N9202: Preparing candle container and wick					
	Carry out processing of raw material	2	4	-	-
	PC1. collect raw material like Container or silicone baking mold, beeswax, soy wax, paraffin wax hot glue, hex nut, candle wick, metal holder or wick holder and cleaning cloth	1	2	-	-
	PC2. collect tools like wick trimmer, butter knives and for measuring like digital scale and thermometer	1	2	-	-
	Prepare beeswax taper candle	9	21	-	-
	PC3. cut 2 to4 wick to 25 approx. in length	1	3	-	-
	PC4. tie each end of the wick with a hex nut	1	3	-	-
	PC5. fill a tall jar with cold water and set it aside	1	2	-	-
	PC6. fold the wick in half and knot the nuts at both ends in the center	1	2	-	-
PC7. dip the ends slowly into the wax	1	2	-	-	

	PC8. dip the wicks into a jar of cold water	1	2	-	-
	PC9. return to hot wax and then to the cool water. Repeat for a total of 10 times	1	2	-	-
	PC10. cut the weight as near to the nut as possible at the bottom	1	2	-	-
	PC11. dipping the tapered candle back and forth between the wax and the water until the desired candle diameter is achieved	1	3	-	-
	Pouring molten wax to the silicone baking mold	7	18	-	-
	PC12. ensure glass container and metal molds (made from aluminium material) needs hot soapy water to clean.	1	3	-	-
	PC13. use silicone baking mold to shape the remaining molten beeswax and add soy wax, paraffin wax to making the candles hard	1	2	-	-
	PC14. check the container surface is clean of any dust, dirt or residue.	1	3	-	-
	PC15. add the glue dot or hot glue to the bottom of the wick tab	1	3	-	-
	PC16. attach the wick in the candle container by the help of a metal wick holder and also use chopsticks, pencils or even butter knives	1	2	-	-
	PC17. carefully pour the wax, filling the candle container to just below the top of the rim.	1	2	-	-
	PC18. pour slowly to minimize air bubbles and allowed it to cool	1	3	-	-
	Prepare cotton thread as the wick to light the candle	5	12	-	-
	PC19. mark requires length of cotton thread is cut according to the candle size.	1	3	-	-
	PC20. make sure dip the metal part or wick tab into				

	the melted wax and place it in the center of the bottom of the jar or container	1	2	-	-
	PC21. use the wick centering device if the wick becomes unstuck from the bottom	1	1	-	-
	PC22. remove the wax candle from the mold	1	3	-	-
	PC23. trim the wick to about ¼ approx. of an inch	1	3	-	-
	Check Quality of prepared candle	7	15	-	-
	PC24. inspect the process based on the quality standard parameters to ensure appropriate quality of container and candle wick is achieved.	1	2	-	-
	PC25. ensure placing of metal wick holder is done properly	1	2	-	-
	PC26. ensure pouring wax slowly to minimize air bubbles is done properly	2	3	-	-
	PC27. check the cutting length of wick is done appropriately	1	2	-	-
	PC28. ensure a proper finish as per requirement	1	3	-	-
	PC29. ensure the output delivered is defect free and toxic free	1	3	-	-
	Total Marks	30	70	-	-
HCS/N9203: Preparing design and different layers of colors on candle	Prepare raw material and tools	4	8	-	-
	PC1. Collect raw materials like colors, molten wax, paint color, paint brush, etc.	2	4	-	-
	PC2. Collect tools like blade and cutter	2	4	-	-
	Prepare design before the candle cool	36	52	-	-
	PC3. dip a basic shape of a candle in molten wax of different colors	10	15	-	-
	PC4. process is continued until the required layers are formed on the candle	8	12	-	-
	PC5. cuts the layer and form the design on hot				

	molten wax/candle	7	10	-	-
	PC6. use oil-based color to paint candles	5	9	-	-
	PC7. once the candles are ready, they have dipped in acrylic solution to polish the product	5	6	-	-
	Total Marks	40	60	-	-
HCS/N9901: Coordinate with colleagues and work as a team	Interact with supervisor or superior	14	30	-	-
	PC1. comply with health, safety gender, and PwD (People with disability) related instructions applicable to the workplace	2	5	-	-
	PC2. actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender, and PwD awareness organized at the workplace.	2	5	-	-
	PC3. receive job orders and instructions from reporting supervisor and receive feedback on work standards.	2	5	-	-
	PC4. understand the work output requirements, targets, performance indicators and incentives.	2	5	-	-
	PC5. deliver quality work on time and report any anticipated reasons for delays and handover completed work to supervisor	3	5	-	-
	PC6. report on any grievances, production defects and any potential hazards.	3	5	-	-
	Work as a team by coordinating with colleagues within and outside the department and include inputs on PwD & Gender Sensitisation	6	10	-	-
	PC7. communicate maintenance and repair schedule proactively to the supervisor	3	5	-	-
PC8. interact and clarify doubts on design, usage of materials & tools, quality & standards compliance, etc.	3	5	-	-	

	Report and Document	15	25	-	-
	PC9. report in time for shortage or need of raw materials	3	5	-	-
	PC10. communicate with colleagues from within and other departments, clearly and effectively on all aspects to carry out the work among the team	3	5	-	-
	PC11. maintain the etiquette, use polite language, demonstrate responsible and disciplined behavior towards colleagues.	3	5	-	-
	PC12. put team over individual goals and multi- task 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/N9902: Maintain Safe and Healthy Work Environment	Follow safety procedures and practices	18	46	-	-
	PC1. carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations	2	5	-	-
	PC2. apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices	2	5	-	-
	PC3. actively get involved in improving the performance of the organization in line with their own role and responsibilities and support adaptation to more environmentally friendly processes	2	5	-	-
	PC4. comply with safety procedures while on work to prevent accidents	2	5	-	-
	PC5. take adequate safety measures while handling materials, chemicals and tools	2	6	-	-
	PC6. wear appropriate personal protective gears				

	such as gloves, protective goggles, masks etc. while working	2	5	-	-
	PC7. wear appropriate and recommended clothing as per the work environment	2	5	-	-
	PC8. follow recommended material handling procedure to control material and personal damage.	2	5	-	-
	PC9. perform all procedures as per companys work instructions for controlling operational risk	2	5	-	-
	Achieve safety standards	10	26	-	-
	PC10. perform the duties in a manner which minimizes environmental damage	2	5	-	-
	PC11. dispose off waste safely and correctly in a designated area as per companys sop	2	5	-	-
	PC12. report any accidents, incidents or problems without delay to the supervisor and take necessary immediate action to reduce further danger	2	5	-	-
	PC13. ensure zero accident at workplace	2	5	-	-
	PC14. adhere to safety standards and ensure no material damage	2	6	-	-
	Total Marks	28	72	-	-
HCS/N9903: Maintain Personal Hygiene	Adopt healthy work practices	18	48	-	-
	PC1. always cover the mouth and nose with a dust mask while working and keep on changing when it gets blocked with dust	3	8	-	-
	PC2. wear safety shoes while visiting the production unit to avoid any damage	3	8	-	-
	PC3. wear personal protective equipment while visiting the different departments during production. orexample mask in the washing section, glasses and mask in an assembly line, and gloves in the printing	3	8	-	-

	section, etc.				
	PC4. always wash sanitize your hands after a factory unit before touching any document, laptop, cell phone, etc.	3	8	-	-
	PC5. undergo preventive health checkups at regular intervals.	3	8	-	-
	PC6. take prompt treatment from the doctor in case of illness.	3	8	-	-
	Achieve work productivity while maintaining health	9	25	-	-
	PC7. follow SOPs for dealing with blisters; scratches; accidental fires or any other type of emergencies at work	3	8	-	-
	PC8. ensure no productivity loss or absenteeism from work due to illness	3	8	-	-
	PC9. ensure no long-term ill effect on personal health.	3	9	-	-
	Total Marks	27	73	-	-
DGT/VSQ/N0102: Employability Skills (60 Hours)	Introduction to Employability Skills	1	1	-	-
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	Constitutional values – Citizenship	1	1	-	-
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-

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

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

	PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
	PC28. follow appropriate hygiene and grooming standards	-	-	-	-
	Getting ready for apprenticeship & Jobs	2	3	-	-
	PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
	PC31. apply to identified job openings using offline/online methods as per requirement	-	-	-	-
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	Total Marks	20	30	-	-
	Grand Total	210	440	-	-

Annexure: 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.
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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
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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
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5. Method of verification or validation:

- Surprise visit to the assessment location
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6. Method for assessment documentation, archiving, and access
- Hard copies of the documents are stored
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On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) 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
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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: 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