



## QUALIFICATION FILE

### Micro-Entrepreneur – NTFP (Non-Timber Forest Produce) – Plant Origin

- 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: 4

Submitted By:

Skill Council for Green Jobs

Chief Executive Officer

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## Section 1: Basic Details

1. Qualification Name	Micro-Entrepreneur – NTFP (Non Timber Forest Produce) – Plant Origin	
2. Sector/s	Environmental Science	
3. Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input checked="" type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: 2020/ES/MOEF/03943 version 1.0	Qualification Name of existing/previous version:  Certificate course in Value Addition & Marketing of Non-timber forest products (NTFPs)- (Plant Origin)
4. a. OEM Name b. Qualification Name (Wherever applicable)		
5. National Qualification Register (NQR) Code &Version	QG-04-ES-01752-2023-V1-SCGJ & version 1	6. NCrF/NSQF Level: 4
7. Award (Certificate/Diploma/Advance Diploma/ Any Other)	Certificate	
8. Brief Description of the Qualification	<p>NTFP includes all the Non- Timber Forest products that are harvested from trees, shrubs and other plants in the forests.</p> <p>The course on (I) Coconut Shells &amp; Fibre Handicrafts covers utilization of the freely and locally available materials such as coconut leaves, coconut fibre for handicraft production and their marketing.</p> <p>The course on (II) Bamboo Crafts broadly covers aspects such as species and products range of bamboo, operation of processing machine, conversion of bamboo, product making &amp; product design, Bamboo boards preparation/Mud reinforced wall preparation/Roof design/Furniture making.</p>	
9. Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	<p>a. Entry Qualification &amp; Relevant Experience:</p> <p>12 or equivalent</p> <p>OR</p> <p>10th with 2 years of relevant experience</p>	

		<p>OR</p> <p>10th with two years of NTC</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level 3.5 with 1.5 years relevant experience</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level 3.0 with 3 years relevant experience</p> <p><b>b. Age:</b> 18yrs</p>																			
<b>10</b>	<b>Credits Assigned to this Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))	14	<b>10. Common Cost Norm Category:</b>																		
<b>11</b>	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> (wherever applicable)	NA																			
<b>12</b>	<b>Training Duration by Modes of Training Delivery</b> (Specify <b>Total Duration</b> as per selected training delivery modes and as per requirement of the qualification)	<p><input checked="" type="checkbox"/>Offline <input type="checkbox"/>Online <input type="checkbox"/>Blended</p> <table border="1"> <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>160</td> <td>200</td> <td>60</td> <td></td> <td>420</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(Refer Blended Learning Annexure for details)</p>		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	160	200	60		420	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																
Classroom (offline)	160	200	60		420																
Online																					
<b>13</b>	<b>Aligned to NCO/ISCO Code/s</b> (if no code is available mention the same)	<p>NCO 2015 7317.0300 NCO 2004: 7424.10</p> <p>ISCO 7317.0300</p>																			

14 <b>Progression path after attaining the qualification</b> (Please show Professional and Academic progression)	Vertical Progression: Master Trainer/Self-sustainable Entrepreneur
15 <b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi
16 <b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17 <b>Is the Job Role Amenable to Persons with Disability</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>If “Yes”, specify applicable type of Disability:</b> <input type="checkbox"/> Deaf <input type="checkbox"/> Hard of Hearing <input checked="" type="checkbox"/> Acid Attack Victims <input type="checkbox"/> Dwarfism  People with hearing problems, visually impaired and physically handicapped in certain identified trades like housekeeping attendant, making reservations and bookings, front desk job or any other job which does not require extreme physical activity.
18 <b>How Participation of Women will be Encouraged</b>	Maximum participation of women will be encouraged and they will be promoted to participate in the course.
19 <b>Are Greening/ Environment Sustainability Aspects Covered</b> (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20 <b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No      Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21 <b>Name and Contact Details of Submitting / Awarding Body SPOC</b> (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	<b>Name:</b> Dr. Praveen Saxena <b>Email:</b> <a href="mailto:ceo@sscgi.in">ceo@sscgi.in</a> <b>Contact No.:</b> 9871119101 <b>Website:</b> <a href="https://sscgi.in/">https://sscgi.in/</a>

<b>22 Final Approval Date by NSQC:31/01/2024</b>	<b>23. Validity Duration: 3 years</b>	<b>24. Next Review Date: 31/01/2027</b>
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## Section 2: Module Summary

Mandatory NOS/s

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/N SQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-(Man).)	OJT-(Rec)	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	SGJ/N1829 – Importance of Non-Timber Forest Produce and Handicrafts and livelihood generation.	SGJ/N1829 Version 1	Core	4	1	10	20			30	28	22			50	
2.	Employability Skills	DGT/VSQ/N0102	Non Core	4	2	60				60	20	30			50	
3.	OJT (Man)							60		60						
<b>Duration (in Hours) / Total Marks</b>						70	20	60		<b>150</b>	48	52			100	

Elective 1: &lt; Coconut Shells &amp; Fibre Handicrafts &gt;

S. No	NOS/Module Name	NOS/Module	Core/	NCrF/N	Credits	Training Duration (Hours)	Assessment Marks
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		le Code & Version (if applicable)	Non-Core	SQF Level	as per NCrF	Th.	Pr.	OJT-Man.	Employability	Total	Th.	Pr.	Pro j.	Viv a	Total	Weightage (%) (if applicable)
1.	SGJ/N1830 : Perform collection and processing of raw materials of Coconut Shells & Fibre Handicrafts industry and concept of zero cost production	SGJ/N1830 Version 1	Core	4	3	30	60			90	22	28			50	
2.	SGJ/N1831 – Making of the Products	SGJ/N1831 Version 1	Core	4	3	30	60			90	30	20			50	
3.	SGJ/N1832 – Finishing & Marketing of the Products	SGJ/N1832 Version 1	Core	4	3	30	60			90	20	30			50	
<b>Duration (in Hours) / Total Marks</b>						90	180			<b>270</b>	72	78			150	

## Elective 2: &lt; Bamboo Crafts &gt;

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/N SQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	Employability	Total	Th.	Pr.	Pro j.	Viv a	Total	Weightage (%) (if applicable)
1.	SGJ/N1833 –Preservation Conversion & primary	SGJ/N1833 Version 1	Core	4	3	30	60			90	27	23			50	

	processing in Bamboo.															
2.	SGJ/N1834 – Products making in bamboo industry	SGJ/N1834 Version 1	Core	4	3	30	60			90	30	20			50	
3.	SGJ/N1835: Finishing of products in Bamboo industry	SGJ/N1835 Version 1	Core	4	3	30	60			90	28	22			50	
<b>Duration (in Hours) / Total Marks</b>										<b>270</b>	85	65			150	

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*

#### Assessment - Minimum Qualifying Percentage

**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.)

### Section 3: Training Related

1.	<b>Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	10th Pass + 2 years experience or 8th Pass + 3 years experience in the relevant sector. He/ she should be safety conscious and proficient in handling NTFPs making tools and equipment.
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	12th Pass + 2 years experience or 10th Pass + 5 years experience in the relevant sector after TOT certification.

		He/ she should be safety conscious and proficient in handling NTFPs making tools and equipment.
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If “Yes”, details to be provided in Annexure)
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	Not Applicable

### Section 4: Assessment Related

1.	<b>Assessor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	12th Pass + 2 years experience or 10th Pass + 3 years experience in the relevant sector. He/ she should be safety conscious and proficient in handling NTFPs making tools and equipment, NCVET approved/ empaneled Assessors
2.	<b>Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	12th Pass + 4 years experience or 10th Pass + 5 years experience in the relevant sector. He/ she should be safety conscious and proficient in handling NTFPs making tools and equipment, NCVET approved/ empaneled Assessors, experienced as invigilator
3.	<b>Lead Assessor’s/Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	12th Pass + 5 years experience or 10th Pass + 10 years experience in the relevant sector. He/ she should be safety conscious and proficient in handling NTFPs making tools and equipment, NCVET approved/ empaneled Assessors, experienced as invigilator
4.	<b>Assessment Mode (Specify the assessment mode)</b>	Online and offline both
5.	<b>Tools and Equipment Required for Assessment</b>	<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 the need for the Qualification

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Yes Talukdar, NR., Choudhury, P., Barbhuiya, RA., and Singh, B. (2021). <b>Importance of Non-Timber Forest Products (NTFPs) in rural livelihood: A study in Patharia Hills Reserve Forest, northeast India.</b> <i>Trees, Forests and People</i> , v. 3. pp. 100042.
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> Yes, Tulika Kumari, Ritambhara Singh, R.K. Meena and Rashmi Sinha. (2023). <b>Marketing Opportunities of Non Timber Forest Products.</b> <i>The Agriculture Magazine</i> , v. 2 (3). pp. 48-50.
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> NA
4.	<b>Number of Industry validation provided:</b> 5
5.	<b>Estimated nos. of persons to be trained and employed:</b> Provided (Annexure 4)
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> <i>Concurred by Ministry of Environment, Forest and Climate Change</i>

## Section 6: Annexure & Supporting Documents Check List

*Specify Annexure Name / Supporting document file name*

1.	<b>Annexure:</b> NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	Annexure: Evidence of Level
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Annexure: Tools and Equipment (Lab Set-Up)
3.	<b>Annexure:</b> Detailed Assessment Criteria <i>(Mandatory)</i>	Annexure: Detailed Assessment Criteria (Mandatory)
4.	<b>Annexure:</b> Assessment Strategy <i>(Mandatory)</i>	Annexure: Assessment Strategy

5.	<b>Annexure:</b> Acronym and Glossary ( <i>Optional</i> )	Annexure: Acronym and Glossary
6.	<b>Supporting Document:</b> Model Curriculum ( <i>Mandatory – Public view</i> )	Attached
7.	<b>Supporting Document:</b> Career Progression ( <i>Mandatory - Public view</i> )	Annexure: Career progression and OM
8.	<b>Supporting Document:</b> Occupational Map ( <i>Mandatory</i> )	Annexure: Career progression and OM
9.	<b>Supporting Document:</b> Assessment SOP ( <i>Mandatory</i> )	Annexure: Assessment Strategy

## Annexure: Evidence of Level

Title/Name of qualification/component: Micro-Entrepreneur – NTFP (Non Timber Forest Produce) – Plant Origin			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relate to the NSQF level descriptors	NSQF Level
<b>Professional Theoretical Knowledge/ Process</b>	Trainee would get an advanced knowledge of either lantana craft, coconut shells & fibre handicrafts, bamboo crafts or other NTFP products. They would be able to understand the locally available NTFPs, their importance, post-harvest methods, collection, processing techniques and their conversion into final product / furniture making.	The trainees should possess an advanced knowledge of NTFPs and their collection. They can execute standard operating procedures pertaining to NTFPs processing and final product/furniture making. They are required to be skilled in their field and would be able to act as master trainers at the end of the course or become entrepreneur.	4
<b>Professional</b>	Trainees would get a factual knowledge of NTFP identification,	The trainee displays professional knowledge for NTFP (lantana	4

Title/Name of qualification/component: Micro-Entrepreneur – NTFP (Non Timber Forest Produce) – Plant Origin			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relate to the NSQF level descriptors	NSQF Level
<b>and Technical Skills/ Expertise/ Professional Knowledge</b>	utilization, preservation, processing of raw material, operating processing machines, independent assembling of the products, value addition of NTFP for handicrafts and furniture making and their marketing.	/coconut shells & fibre /bamboo/ other NTFP) processing, machine operation and value added products making. This would also create entrepreneurship among them and help them to form Self Help Groups (SHGs). They would have full responsibility for product value addition	
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	The trainees should have hands on skill on processing and utilization of NTFPs into final products. They are able to independently undertake conversion of raw material into final products through usage of modern machinery. They may also become Master trainers in their field.	The trainee has professional skill to operate processing machines and making quality products from locally available NTFPs.	4
<b>Broad Learning Outcomes/ Core Skill</b>	In terms of core skills, trainees would gain advanced knowledge of entrepreneurship Skill development, bank schemes and latest marketing techniques. They would also get exposure with the successful entrepreneurs in the related fields.	The trainee should be able to perform, execute and manage the activities related to processing of NTFP, operating modern machines, product value addition and marketing of the product.	4
<b>Responsibility</b>	Under close supervision some Responsibility for own work within defined limit:- With the acquired skill, a trainee will be responsible for their own work as she/he is expected to ensure a complete experience to a	The trainees would be responsible for quality improvement in product development by using processing machines as an handicraft maker / entrepreneur and would also be responsible for the development of group as master trainers/specialists.	4

Title/Name of qualification/component: Micro-Entrepreneur – NTFP (Non Timber Forest Produce) – Plant Origin			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relate to the NSQF level descriptors	NSQF Level
	tourist to an ecotourism site from arrival to departure.		

## Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

**Batch Size: 30**

S. No.	Tool / Equipment Name	Specification	Quantity for specified 20 Batch size (one item per candidate)	Quantity for specified 30 Batch size (one item per candidate)
1	Sizing machine	As per Industry Specification	4 (Group of 5 candidates)	6 (Group of 5 candidates)
2	Grinding machine	As per Industry Specification	4 (Group of 5 candidates)	6 (Group of 5 candidates)
3	Sanding machine	As per Industry Specification	4 (Group of 5 candidates)	6 (Group of 5 candidates)
4	Bamboo cutter	As per Industry Specification	20	30
5	Bamboo slicer	As per Industry Specification	20	30

6	Drilling Machine	As per Industry Specification	4 (Group of 5 candidates)	6 (Group of 5 candidates)
7	Tool kit	As per Industry Specification	20	30
8	Hacksaw Blade	As per Industry Specification	20	30
9	Cane wire	As per Industry Specification	20	30
10	Nails	As per Industry Specification	20	30
11	Varnish	As per Industry Specification	20	30
12	Paint	As per Industry Specification	20	30
13	Emery Sheet	As per Industry Specification	20	30
14	Buffing Machine	As per Industry Specification	4 (Group of 5 candidates)	6 (Group of 5 candidates)
15	Quick Adhesive	As per Industry Specification	20	30
16	Wood Polish	As per Industry Specification	20	30
17	Paint Brush	As per Industry Specification	20	30

## Classroom Aids

The aids required to conduct sessions in the classroom are:

1. White / Black Board, Marker / chalk, LCD Projector
2. All the tools based on the requirements

## Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Khela cane and Bamboo handicrafts	Shri. Binod Ganguli	Proprietor	Opp. State Library, Middle Point, Port Blair	94342 82563		
2	Radhakrishnan Charitable	Ms. Krishnaleela	Secretary	Regd. Office F,	94427 92361	<a href="mailto:rkaycharitabletrust@gmail.com">rkaycharitabletrust</a>	

	Trust			Missionary Hill, Stone House P.O. Udhagamandalam, The Nilgiris 643 002		<a href="mailto:">@gmail.com</a>	
3.	c.p.art centre	Ms. K. Shantha	Executive Officer	No. 1, Eldams Road, Alwarpet, Chennai – 600 018	94440 73008	<a href="mailto:cpartcentre@gmail.com">cpartcentre@gmail.com</a>	
4	Himalayan Science Society	Dr. Tikka Prasad Sharma	Bamboo Expert	Sikkim	9800320919	<a href="mailto:nepaltika06@gmail.com">nepaltika06@gmail.com</a>	
5	Prakritik India	Ankit Shah	Founder	Rudraprayag, Uttarakhand	7248284001	<a href="mailto:info@prakritikindia.com">info@prakritikindia.com</a>	
6	Bamboo Ocean Pvt Ltd	Rohit Khade	Director	Adagaon, Nashik	9850255746	<a href="mailto:bamboooceanpvtltd@gmail.com">bamboooceanpvtltd@gmail.com</a>	
7	Jagriti Bamboo Craft	Ajay Kumar	Bamboo Master	Himachal Pradesh	7088792489		

## Annexure VIII : Training &amp; Employment Details

## Training and Employment Projections:

Year	Total Candidates	Women	People with Disability
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	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023-24	30/Batch	Approx. 70%	-	-	-	-
2024-25	30/Batch	Approx. 70%	-	-	-	-
2025-26	30/Batch	Approx. 70%	-	-	-	-

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
Bamboo Handicrafts	2019-20	61	61	61	61	39	39	39	30	Nil	Nil	Nil	Nil
	2020-21	65	65	65	60	37	37	37	34	Nil	Nil	Nil	Nil
	2021-22	119	119	119	117	46	46	46	15	Nil	Nil	Nil	Nil
Coconut shell Handicrafts	2019-20	30	30	30	30	30	30	30	26	Nil	Nil	Nil	Nil
	2020-21	30	30	30	30	30	30	30	30	Nil	Nil	Nil	Nil
	2021-22	30	30	30	30	29	29	29	29	Nil	Nil	Nil	Nil

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

. **Justification:** Estimated training is 1 and estimated employment per training is 25 per financial year as proposed.

#### Content availability for previous versions of qualifications:

Participant Handbook

Languages in which Content is available: English/Hindi

Annexure: 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	<input checked="" type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	Not Applicable	Not Applicable
2	<input checked="" type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input checked="" type="checkbox"/> Showing Practical Demonstrations to the learners		
4	<input checked="" type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	<input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice		
6	<input checked="" type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	<input checked="" 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	Practical	Project	Viva

<b>SGJ/N1829: Importance of Non-Timber Forest Produce and Handicrafts and livelihood generation</b>	<i>Importance of NTFPs and locally available NTFPs</i>	15	8	-	-
	PC1. explain to the learners comprehend the	7	-	-	-
	PC2. explain to the learners internalize the	8	-	-	-
	PC3. show how to the learner identifies NTFPs and value add for its economization.	-	8	-	-
	<i>Importance of Handicrafts and livelihood generation</i>	15	12	-	-
	PC4. discuss how to the learner understands the sustainable socio economic development patterns.	7	-	-	-
	PC5. explain how to the learner comprehends the requirement of human resources on different	8	-	-	-
	PC6. discuss how the learner acquires the skills of working in partnership for entrepreneurship development and empowerment.	-	6	-	-
PC7. show how to the learner analyses and understands the ways to protect, conserve and preserve biodiversity.	-	6	-	-	

	<b>NOS Total</b>	<b>30</b>	<b>20</b>	-	-
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<b>NOS/Module Name</b>	<b>Assessment Criteria for Performance Criteria/Learning Outcomes</b>	<b>Theory</b>	<b>Practical</b>	<b>Project</b>	<b>Viva</b>
<b>SGJ/N1830: Perform collection and processing of raw materials of Coconut Shells &amp; Fibre Handicrafts industry and concept of zero cost production</b>	<i>Introduction to Coconut Shells &amp; Fibre Handicrafts industry</i>	<b>7</b>	<b>7</b>	-	-
	<b>PC1.</b> explain to the trainees will be able to understand the locally available Coconut shells and fibre and their importance.	<b>3</b>	-	-	-
	<b>PC2.</b> discuss how they will get an advanced knowledge of coconut shells & fibre handicrafts.	<b>4</b>	-	-	-
	<b>PC3.</b> show how to the trainees will acquire advanced knowledge of Coconut shells and fibre and their importance.	-	<b>3</b>	-	-
	<b>PC4.</b> show how to the trainees will be able to familiarize themselves on executing standard operating procedures pertaining to NTFPs processing.	-	<b>4</b>	-	-
	<i>Collection and Processing of raw material</i>	<b>7</b>	<b>7</b>	-	-

<b>PC5.</b> discuss how to the trainees will learn and internalize the availability and collection of Coconut shell and fibres.	3	-	-	-
<b>PC6.</b> explain the trainees equip themselves in the production of handicrafts from coconut shells and fibres.	4	-	-	-
<b>PC7.</b> show how the learner acquire the skill of identifying the availability and collection of Coconut shell and fibres.	-	3	-	-
<b>PC8.</b> show how the skill learning happens among the learners on production of handicrafts from coconut shells and fibres.	-	4	-	-
<i>Zero cost production</i>	<b>11</b>	<b>11</b>	-	-
<b>PC9.</b> explain how to the trainees will understand ecofriendly practices and sustainable waste management plans.	3	-	-	-
<b>PC10.</b> explain how to the trainees will be able to comprehend conservation and management of the environment.	4	-	-	-

	<b>PC11.</b> discuss how to the trainees will learn the zero cost production of handicrafts from coconut shells and fibres.	4	-	-	-
	<b>PC12.</b> ensure the trainees demonstrate ecofriendly practices and sustainable waste management plans.	-	3	-	-
	<b>PC13.</b> ensure the trainees analyse the conservation and management of the environment.	-	4	-	-
	<b>PC14.</b> ensure the trainees will analyse and expected to practice zero cost production of handicrafts from coconut shells and fibres.	-	4	-	-
<b>NOS Total</b>		<b>25</b>	<b>25</b>	-	-

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory	Practical	Project	Viva
<b>SGJ/N1831: Making of the Products</b>	<i>Making of the Products: (i) Coconut Shell (ii) Coconut</i>	30	20	-	-
	PC1. explain to the participants acquires factual knowledge of NTFP utilization, preservation, processing of raw material, operating processing machines, independent assembling of the products, value addition of NTFP for handicrafts (Coconut shell and coconut fibre)	15	-	-	-
	PC2. show how will the participants be able to augment entrepreneurship among themselves and to promote them to form Self Help Groups (SHGs).	15	10	-	-
	PC3. ensure learning skills will enable the trainees to demonstrate professional knowledge on how to utilize coconut husk and fiber, conservation, processing of raw materials, operation of processing machines, independent assembly of products, value addition of NTFPs for handicrafts	-	10	-	-
<b>NOS Total</b>		<b>30</b>	<b>20</b>	-	-

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory	Practical	Project	Viva
<b>SGJ/N1832: Finishing &amp; Marketing of the Products</b>	<i>Finishing of the Products: (i) Coconut Shell (ii) Coconut Fibre</i>	5	10	-	-
	PC1. discuss how the participants will analyse problems and try to approach solutions.	5	-	-	-
	PC2. ensure the participants learn to analyze problems and find out solutions on finishing of products.	-	5	-	-
	PC3. ensure trainees would get a factual knowledge of NTFP, Create processes to solve problems, independent assembling of the products, value addition of NTFP for handicrafts	-	5	-	-
	<i>Marketing of the products</i>	15	20	-	-
	PC4. discuss how trainees will gain the skill of entrepreneurship and transacting with banks on schemes.	5	-	-	-
	PC5. discuss how the trainees will get exposure with the successful entrepreneurs.	5	-	-	-

	<p><b>PC6.</b> discuss how the trainees will independently initiate the processing of NTFPs, equipment handling, market oriented design and product development and their marketing.</p>	5	-	-	-
	<p><b>PC7.</b> show how the trainees will realise the responsibility of acquiring product value addition and practicing it.</p>	-	5	-	-
	<p><b>PC8.</b> ensure the trainee will learn the professional skill to operate processing machines and making quality products from locally available NTFPs.</p>	-	5	-	-
	<p><b>PC9.</b> ensure the trainees will realise their responsibility on quality improvement in product development by using processing machines as handicraft maker/ entrepreneur.</p>	-	5	-	-
	<p><b>PC10.</b> ensure the trainees are expected to become Master Trainers on marketing of the products for further percolation and spread.</p>	-	5	-	-
<p><b>NOS Total</b></p>		<p><b>20</b></p>	<p><b>30</b></p>	-	-

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory	Practical	Project	Viva
<b>SGJ/N1833: Preservation Conversion &amp; primary processing in Bamboo</b>	<i>Introduction of bamboo industry</i>	9	8	-	-
	PC1. discuss how the trainees will realise importance of NTFPs. bamboo handicrafts.	4	-	-	-
	PC2. discuss how the trainees will understand the importance of bamboo, distribution and identification of species which is used for making handicrafts.	5	-	-	-
	PC3. ensure the trainees will acquire advanced knowledge of bamboo and their importance, distribution, identification of species and used for making handicrafts	-	8	-	-
	<i>Preservation of bamboo</i>	5	8	-	-

<b>PC4.</b> discuss how the trainees will be able to learn and internalize the durability of bamboo, types, preparation, testing and treatment of preservatives.	5	-	-	-
<b>PC5.</b> ensure the trainees will acquire advanced knowledge and practice on durability of bamboo, types, preparation, testing and treatment of preservatives	-	8	-	-
<i>Conversion &amp; primary processing</i>	<b>11</b>	<b>9</b>	-	-
<b>PC6.</b> discuss how the trainees will learn conversion and primary processing of bamboo.	5	-	-	-
<b>PC7.</b> discuss how the trainees in addition will also learn operation and working of bamboo processing machine, node removal, cross cutting, splitter of bamboo, sliver making, splinters making and weaving of mat and patterns	6	-	-	-
<b>PC8.</b> ensure the trainees will imbibe advanced knowledge and practice on conversion of bamboo, primary processing of bamboo, operation and working of bamboo processing machine, node removal, cross cutting, splitter, sliver making, splinters making, weaving of mat and patterns.	-	9	-	-
<b>NOS Total</b>	<b>25</b>	<b>25</b>	-	-

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory	Practical	Project	Viva
SGJ/N1834: Products making in bamboo industry	<i>Aarabatti stick making</i>	3	3	-	-
	PC1. discuss how the trainees acquire knowledge in Agarabatti stick making, square stick making and round stick making.	3	-	-	-
	PC2. ensure the trainees will acquire an advanced knowledge and practice on Agarabatti stick, square stick, round stick making.	-	3	-	-
	<i>Bamboo composites</i>	6	7	-	-
	PC3. discuss the trainees will learn and comprehend , Bamboo composites., preparations of composites, qualitative and quantitative testing, adhesives and types, application of adhesives on bamboo mat, mat pressing, bamboo	6	-	-	-
	PC4. ensure the trainees will acquire advanced knowledge and practice on bamboo composites, methods for preparations of composites, qualitative and quantitative testing of bamboo composites, adhesives and types, adhesives on bamboo mat, mat pressing, bamboo boards and composites.	-	7	-	-
	<i>Product making</i>	21	10	-	-

	<b>PC5.</b> discuss how the trainees will learn the production of handicrafts from bamboo	5	-	-	-
	<b>PC6.</b> discuss how the trainees will learn the making of bamboo basketry.	4	-	-	-
	<b>PC7.</b> discuss how the trainees will learn the bamboo products design making.	4	-	-	-
	<b>PC8.</b> discuss how the trainees will learn the bamboo products decoration.	4	-	-	-
	<b>PC9.</b> discuss how the trainees will learn the finishing of bamboo products.	4	-	-	-

	PC10. ensure the trainees will acquire an advanced knowledge and practice on production of handicrafts from bamboo, design making, decoration and finishing of the bamboo handicrafts.	-	10	-	-
	<b>NOS Total</b>	<b>30</b>	<b>20</b>	-	-

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory	Practical	Project	Viva
SGJ/N1835: Finishing of products in Bamboo industry	<i>Furniture making Design and Joinery</i>	12	8	-	-
	PC1. discuss how the trainees will learn bamboo furniture making.	4	-	-	-
	PC2. discuss how the trainees will learn furniture designing.	4	-	-	-
	PC3. discuss how the trainees will learn bamboo	4	-	-	-
	PC4. ensure the trainees will acquire knowledge and practice on bamboo furniture making, furniture designing and Joinery.	-	8	-	-
	<i>Finishing/Seasoning of products</i>	10	7	-	-
	PC5. discuss how the trainees will learn finishing of bamboo products.	5	-	-	-

	<b>PC6.</b> discuss how the trainees will learn seasoning of bamboo handicrafts.	5	-	-	-
	<b>PC7.</b> ensure the trainees will achieve a mastery over knowledge and practice of finishing bamboo handicrafts	-	7	-	-
	<i>Low cost bamboo housing</i>	<b>8</b>	<b>5</b>	-	-
	<b>PC8.</b> discuss how the trainees will learn low cost bamboo housing. conservation of bamboo, mud reinforced walls, paneling, roof making, floor making	8	-	-	-
	<b>PC9.</b> ensure the trainees acquire knowledge and practice of low cost bamboo housing, conservation of bamboo, paneling, roof making, and floor making.	-	5	-	-
<b>NOS Total</b>		<b>30</b>	<b>20</b>	-	-

NOS/Module Name	Assessment Criteria for Performance criteria/Outcomes	Theory	Practical	Project	Viva
<b>DGT/VSQ/N0102.Employability Skills (60 Hours)</b>	<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
	<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
	<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
	<i>Constitutional values – Citizenship</i>	<b>1</b>	<b>1</b>	-	-
	<b>PC3.</b> 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.	-	-	-	-
	<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
	<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
	<b>PC5.</b> recognize the significance of 21st Century	-	-	-	-
	<b>PC6.</b> 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	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-	

	<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
	<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
	<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-
	<b>PC10.</b> understand the difference between job and career	-	-	-	-
	<b>PC11.</b> prepare a career development plan with short- and long-term goals. based on aptitude	-	-	-	-
	<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
	<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
	<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
	<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
	<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
	<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-

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

	<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
	<b>PC26.</b> identify different types of customers				
	<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
	<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
	<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
	<b>PC29.</b> create a professional Curriculum vitae(Résumé)				
	<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
	<b>PC31.</b> apply to identified job openings using offline/online methods as per requirement	-	-	-	-
	<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

### 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 SDSM/SID or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SCGJ
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SCGJ monitors the assessment process & records

#### 2. Testing Environment:

- Confirm that the centre is available at the same address as mentioned on SDMS or SID
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

#### 3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME verified by the other subject Matter Experts
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified & trainer must be ToT Certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Center photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch
- Random audit of any candidate

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
- Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

**On the Job:**

OJT Monitoring Report

- As in Green Jobs Sector, reproducing the evidence for assessment is not feasible due to constraints like cost, confidentiality and controlled environment, every
- Apprentice is required to record the evidences performed during the OJT and the same gets authorized by his/her supervisor.
- The evidence recording is done in a structured monitoring report, termed as OJT Monitoring report.
- During the OJT, every trainee is required to fill the OJT monitoring report which is required to be signed by his/her supervisor.
- Towards the end of OJT period these reports are submitted with the HR department of company
- These duly submitted reports are then verified by an Industry nominated assessor for verification of evidence.

Theory, Practical & Viva:

- Scope – Is used to test the knowledge and understanding and skills acquired during the OJT as well as to conform the OJT monitoring report.
- Some personality traits and generic skills (such as – promptness, sharpness, communication skills, depth of knowledge, comprehension, presentation, patience
- etc) can also be tested, which is also required for the QP.
- Tools – The assessment's questions should be aligned with the Qualification Pack, covering the PCs. There will be summative assessment at

the end of the OJT.

- Method – Direct questions open and close ended questions, situation-based questions, analytical questions, and decision-making based questions for Viva,
- MCQ for the theory and performing QP related operations for practical. Different questions in theory, practical and viva are included to test relevant PCs from
- the QP
- Analysis – Assessor draws a spectrum of ready answers to be expected from trainee for Viva. This reduces effect of subjectivity of the assessor. Comparative
- Quality of trainees within a batch or different institutes can be gauged. The skill is gauged by observing the practical work.

Execution of OJT Assessment:

- HR department hands over the individual OJT monitoring report with Industry nominated assessor and schedules an assessment meeting for each trainee.
- Industry nominated assessor assesses each trainee based on OJT monitoring report, viva on each PC and also takes into account attendance of each trainee towards the end of the OJT period.
- The OJT marks are compiled for each NOS by the Industry nominated assessor and submitted with HR department of company.
- The OJT assessment results are then sent to SCGJ by HR department of company in a sealed envelope for compiling the assessment results in case of offline assessment.

## 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
<b>National Occupational Standards (NOS)</b>	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.
<b>Qualification</b>	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
<b>Qualification File</b>	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.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>

Annexure: Annexure: Career Progression and OM

