

Qualification Pack



Wooden Toy Maker - Artisan

QP Code: HCS/Q6703

Version: 2.0

NSQF Level: 4

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HCS/Q6703: Wooden Toy Maker - Artisan

Brief Job Description

The wooden toy maker - artisan selects wood, carves log into a toy using various tools, and applies color to the toy to make the final toy product.

Personal Attributes

The individual must have attention to detail, logical thinking, hand-eye coordination, good analytical skills, problem solving skills, reliability, good decision-making skills, basic mathematical skills and should not have colour blindness. The individual should be good at following instructions.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [HCS/N6707: Carry out the process required to make wooden toy](#)
2. [HCS/N9901: Coordinate with colleagues and work as a team](#)
3. [HCS/N9902: Maintain Safe and Healthy Work Environment](#)
4. [HCS/N9903: Maintain Personal Hygiene](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

| | |
|--------------------------------------|------------------------|
| Sector | Handicrafts and Carpet |
| Sub-Sector | Handicrafts (Woodware) |
| Occupation | Production-Woodware |
| Country | India |
| NSQF Level | 4 |
| Credits | 15 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/3122.1000 |

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| | |
|---|---|
| Minimum Educational Qualification & Experience | 10th Class (with 2 year relevant experience OR 10th grade pass and pursuing continuous schooling OR Previous relevant Qualification of NSQF Level 3.0 with minimum education as 5th Grad) |
| Minimum Level of Education for Training in School | |
| Pre-Requisite License or Training | NA |
| Minimum Job Entry Age | 18 Years |
| Last Reviewed On | NA |
| Next Review Date | 31/08/2027 |
| NSQC Approval Date | 31/08/2022 |
| Version | 2.0 |
| Reference code on NQR | 2022/HC/HCSSC/06733 |
| NQR Version | 1 |

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HCS/N6707: Carry out the process required to make wooden toy

Description

This OS unit is about assembling raw materials, selecting tools & equipment, following safety measures, performing toy making operation, and checking quality of wooden toy.

Scope

The scope covers the following :

- prepare required raw materials to make wooden toy
- select tools and equipment
- follow safety measures while handling wood
- perform toy making operation as per the standard procedures
- check toy quality and productivity standards

Elements and Performance Criteria

• *prepare required raw materials to make wooden toy*

To be competent, the user/individual on the job must be able to:

- PC1.** list raw materials required for making the wooden toy
- PC2.** differentiate between various types of woods like mango wood, eucalyptus wood, etc. that are required to create wooden toy
- PC3.** collect raw materials like color lac, sand paper, banana fiber/screw pine leaf (talegari) in prescribed quantities
- PC4.** arrange raw materials carefully for further usage in making appropriate wooden toy
- PC5.** deliver remaining raw material to the designated storage locations

• *select tools and equipment*

To be competent, the user/individual on the job must be able to:

- PC6.** collect tools like chisel, curved chisel, mini band saw, hammer to cut wooden logs
- PC7.** collect tools to carve the log, smoothen surface of the wood
- PC8.** arrange tools like curve chisel, sharp edge chisel at designated location

follow safety measures while handling wood

To be competent, the user/individual on the job must be able to:

- PC9.** use PPE for specific tasks and work conditions
- PC10.** handle chisel, hammer, etc. carefully
- PC11.** use safety goggles, boots, gloves, face mask while handling wood
- PC12.** carry out jobs which cause sparking in a safe manner, creating sufficient distance between flammable items and the sparking

perform toy making operation as per the standard procedures

To be competent, the user/individual on the job must be able to:

- PC13.** cut wooden blocks into required size as per the final product requirement in a safe manner
- PC14.** cut rough knots of the wooden block using hammer, chisel, etc. safely

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- PC15.** demonstrate the process of cutting wooden blocks into smaller/similar pieces using mini band saw/chisel/blade machine
- PC16.** fix piece of wooden log into wood turner
- PC17.** perform carving of log using curved chisel/chisel on wood turner
- PC18.** demonstrate how to smoothen the surface of log using chisel
- PC19.** provide depth and design to the log to give shape of toy using chisel
- PC20.** smoothen the surface of prepared toy using sand paper
- PC21.** apply color lac for decoration purpose
- PC22.** perform polishing with screwpine leaf (talegari)/ banana fiber to give gross finish

check toy quality and productivity standards

To be competent, the user/individual on the job must be able to:

- PC23.** demonstrate the inspection process based on the quality standard parameters to ensure appropriate sanding is being achieved
- PC24.** demonstrate the steps to be followed while maintaining records of inspection results/tests
- PC25.** ensure that there is no wastage of materials
- PC26.** prepare a sample template to collect information during inspection based on toy's surface, color and polishing quality
- PC27.** identify different types of parameters required to ensure appropriate amount of inventory is being stored at the time of production

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** personnel management, relevant legislation, standards, policies, and procedures followed in the company
- KU2.** the locations where materials are typically stored
- KU3.** appropriate carving techniques
- KU4.** appropriate coloring technique using color lac
- KU5.** process of sanding wooden surface
- KU6.** polishing method for toys
- KU7.** size of the wooden logs to be cut into
- KU8.** basic calculation methods required for calculating raw materials
- KU9.** the appropriate safety measures while handling raw materials
- KU10.** handle the use of sharp tools and equipment
- KU11.** ensuring that there is no mal handling/accidents due to improper handling of the raw materials
- KU12.** handling the equipment like wood turner appropriately
- KU13.** the recommended storage of the final product
- KU14.** basic up keep of wood turner
- KU15.** risk and impact of not following defined procedures/work instructions
- KU16.** implications of delays in the process

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Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** note down carving, coloring, sanding, polishing techniques
- GS2.** note down how to fix wooden log to wood turner machine
- GS3.** read and interpret symbols and readings
- GS4.** read about various coloring, polishing related information
- GS5.** read and understand manuals, health and safety instructions, memos, reports and job cards
- GS6.** read about operating the wood turner machine, chisel, hammer, etc.
- GS7.** interact with employees to work efficiently
- GS8.** make decisions pertaining to the concerned area of workplace
- GS9.** communicate the gaps in process, if any to supervisor
- GS10.** take the right raw materials according to the end product
- GS11.** detect problems in day to day tasks
- GS12.** maintain the working schedule appropriately in order to achieve the daily targets
- GS13.** interpret the customer preference, demand, etc. and accordingly make job sheet
- GS14.** follow instructions and work on areas of improvement identified
- GS15.** use reasoning skills to identify and resolve basic problems

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| • <i>prepare required raw materials to make wooden toy</i> | 5 | 11 | - | - |
| PC1. list raw materials required for making the wooden toy | 1 | 2 | - | - |
| PC2. differentiate between various types of woods like mango wood, eucalyptus wood, etc. that are required to create wooden toy | 1 | 3 | - | - |
| PC3. collect raw materials like color lac, sand paper, banana fiber/screw pine leaf (talegari) in prescribed quantities | 1 | 2 | - | - |
| PC4. arrange raw materials carefully for further usage in making appropriate wooden toy | 1 | 2 | - | - |
| PC5. deliver remaining raw material to the designated storage locations | 1 | 2 | - | - |
| • <i>select tools and equipment</i> | 3 | 9 | - | - |
| PC6. collect tools like chisel, curved chisel, mini band saw, hammer to cut wooden logs | 1 | 3 | - | - |
| PC7. collect tools to carve the log, smoothen surface of the wood | 1 | 3 | - | - |
| PC8. arrange tools like curve chisel, sharp edge chisel at designated location | 1 | 3 | - | - |
| <i>follow safety measures while handling wood</i> | 4 | 8 | - | - |
| PC9. use PPE for specific tasks and work conditions | 1 | 2 | - | - |
| PC10. handle chisel, hammer, etc. carefully | 1 | 2 | - | - |
| PC11. use safety goggles, boots, gloves, face mask while handling wood | 1 | 2 | - | - |
| PC12. carry out jobs which cause sparking in a safe manner, creating sufficient distance between flammable items and the sparking | 1 | 2 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>perform toy making operation as per the standard procedures</i> | 10 | 30 | - | - |
| PC13. cut wooden blocks into required size as per the final product requirement in a safe manner | 1 | 3 | - | - |
| PC14. cut rough knots of the wooden block using hammer, chisel, etc. safely | 1 | 3 | - | - |
| PC15. demonstrate the process of cutting wooden blocks into smaller/similar pieces using mini band saw/chisel/blade machine | 1 | 3 | - | - |
| PC16. fix piece of wooden log into wood turner | 1 | 3 | - | - |
| PC17. perform carving of log using curved chisel/chisel on wood turner | 1 | 3 | - | - |
| PC18. demonstrate how to smoothen the surface of log using chisel | 1 | 3 | - | - |
| PC19. provide depth and design to the log to give shape of toy using chisel | 1 | 3 | - | - |
| PC20. smoothen the surface of prepared toy using sand paper | 1 | 3 | - | - |
| PC21. apply color lac for decoration purpose | 1 | 3 | - | - |
| PC22. perform polishing with screwpine leaf (talegari)/ banana fiber to give gross finish | 1 | 3 | - | - |
| <i>check toy quality and productivity standards</i> | 5 | 15 | - | - |
| PC23. demonstrate the inspection process based on the quality standard parameters to ensure appropriate sanding is being achieved | 1 | 3 | - | - |
| PC24. demonstrate the steps to be followed while maintaining records of inspection results/tests | 1 | 3 | - | - |
| PC25. ensure that there is no wastage of materials | 1 | 3 | - | - |
| PC26. prepare a sample template to collect information during inspection based on toy's surface, color and polishing quality | 1 | 3 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC27. identify different types of parameters required to ensure appropriate amount of inventory is being stored at the time of production | 1 | 3 | - | - |
| NOS Total | 27 | 73 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | HCS/N6707 |
| NOS Name | Carry out the process required to make wooden toy |
| Sector | Handicrafts and Carpet |
| Sub-Sector | Handicrafts (Woodware) |
| Occupation | Production-Woodware |
| NSQF Level | 4 |
| Credits | 7 |
| Version | 1.0 |
| Last Reviewed Date | 31/08/2021 |
| Next Review Date | 31/08/2027 |
| NSQC Clearance Date | 31/08/2022 |

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HCS/N9901: Coordinate with colleagues and work as a team

Description

This NOS describes the communication and coordination skills and knowledge to work with colleagues and supervisor to achieve a smooth and hazard-free workflow.

Scope

The scope covers the following :

- interact with supervisor or superior
- work as a team by coordinating with colleagues within and outside the department and include inputs on PwD & Gender Sensitisation
- report and Document

Elements and Performance Criteria

Interact with supervisor or superior

To be competent, the user/individual on the job must be able to:

- PC1.** comply with health, safety gender, and PwD (People with disability) related instructions applicable to the workplace
- PC2.** actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender, and PwD awareness organized at the workplace.
- PC3.** receive job orders and instructions from reporting supervisor and receive feedback on work standards.
- PC4.** understand the work output requirements, targets, performance indicators and incentives.
- PC5.** deliver quality work on time and report any anticipated reasons for delays and handover completed work to supervisor
- PC6.** report on any grievances, production defects and any potential hazards.

Work as a team by coordinating with colleagues within and outside the department and include inputs on PwD & Gender Sensitisation

To be competent, the user/individual on the job must be able to:

- PC7.** communicate maintenance and repair schedule proactively to the supervisor
- PC8.** interact and clarify doubts on design, usage of materials & tools, quality & standards compliance, etc.

Report and Document

To be competent, the user/individual on the job must be able to:

- PC9.** report in time for shortage or need of raw materials
- PC10.** communicate with colleagues from within and other departments, clearly and effectively on all aspects to carry out the work among the team
- PC11.** maintain the etiquette, use polite language, demonstrate responsible and disciplined behavior towards colleagues.
- PC12.** put team over individual goals and multi-task or share work where necessary supporting the colleagues.

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PC13. document all the details accurately relating to ones role as required.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** knowledge about the importance of gender equality being followed in the organization and policies for reporting any harassment or inappropriate behavior
- KU2.** knowledge about how to accommodate employees with disabilities etiquette to adhere to and proper language and terminology
- KU3.** knowledge about how to communicate, offer help, respecting space, parking etc. for people with disabilities or special needs
- KU4.** knowledge about promoting a safe, accessible and healthy workplace for disabled employees
- KU5.** company's policies on preferred language of communication, incentives, quality standards, personnel management, reporting and escalation matrix policy.
- KU6.** company's standard operating procedure (sop) and the risk and impact of not following them.
- KU7.** procedures for working with colleagues, his/her role and responsibilities in relation to this
- KU8.** organizational hierarchy and the line of reporting structure and work target and review mechanism
- KU9.** procedures to report employment related issues and to deal with conflicts
- KU10.** importance of the individuals role in the organizational workflow and details of the individual responsibilities
- KU11.** tools and equipment handling procedure and common potential hazards in the work place and the procedures to deal with them
- KU12.** effective communication with various categories of people and the different departments in the organization
- KU13.** to document the job activity as required like the check sheets, history sheets, etc
- KU14.** expressing and addressing grievances appropriately, deal with difficult work relationships and manage the internal conflicts effectively

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** create a positive and inclusive workplace atmosphere without any kind of bias/discrimination towards any employee
- GS2.** actively take part in any discussion/workshop organized for gender sensitization training
- GS3.** read and comprehend written instructions related to gender equality issues in the organization
- GS4.** identify and report any harassment or inappropriate behavior towards any employee
- GS5.** create a positive and inclusive workplace atmosphere without any kind of bias/discrimination towards any employee with disability or special needs
- GS6.** actively take part in any discussion/workshop organized for disability sensitization training.

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- GS7.** read and comprehend written instructions related to equality issues in the organization related to disabled persons
- GS8.** read job sheets, design sheet and information displayed at the workplace
- GS9.** read and understand manuals, health and safety instructions, memos etc
- GS10.** fill up documentation to ones role
- GS11.** communicate effectively with supervisor
- GS12.** contribute to quality of team work and achieve smooth workflow
- GS13.** improve work processes by interacting with others and adopting best practices

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Interact with supervisor or superior</i> | 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 | - | - |
| <i>Work as a team by coordinating with colleagues within and outside the department and include inputs on PwD & Gender Sensitisation</i> | 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 | - | - |
| <i>Report and Document</i> | 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 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| 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 | - | - |
| NOS Total | 35 | 65 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | HCS/N9901 |
| NOS Name | Coordinate with colleagues and work as a team |
| Sector | Handicrafts and Carpet |
| Sub-Sector | Handicrafts (Ceramics), Handicrafts (Fashion Jewellery), Handicrafts (Stonecraft), Glassware, Metalware, Carpet, Handicrafts (Woodware) |
| Occupation | Production Management, Research and Development, Mixing and Milling, Moulding, Finishing and Painting, Pre- Production, Furnace Operation, Quality Check, Production, Pre - Crafting, Stone Crafting, Mixing, Moulding, Cutting, Smoothing, Finishing, Designing, Metal Casting and Stamping, Metal Craft Making, Cleaning/Polishing/Buffering, Painting and Plating, Packing, Marketing and Merchandising |
| NSQF Level | 4 |
| Credits | 2 |
| Version | 6.0 |
| Last Reviewed Date | 30/06/2022 |
| Next Review Date | 30/06/2025 |
| NSQC Clearance Date | 30/06/2022 |

Qualification Pack

HCS/N9902: Maintain Safe and Healthy Work Environment

Description

This NOS is about following adequate safety procedures to make the work environment safe and Healthy.

Scope

The scope covers the following :

- follow safety procedures and practices.
- achieve safety standards

Elements and Performance Criteria

Follow safety procedures and practices

To be competent, the user/individual on the job must be able to:

- PC1.** carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations
- PC2.** apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices
- 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
- PC4.** comply with safety procedures while on work to prevent accidents
- PC5.** take adequate safety measures while handling materials, chemicals and tools
- PC6.** wear appropriate personal protective gears such as gloves, protective goggles, masks etc. while working
- PC7.** wear appropriate and recommended clothing as per the work environment
- PC8.** follow recommended material handling procedure to control material and personal damage.
- PC9.** perform all procedures as per companys work instructions for controlling operational risk

Achieve safety standards

To be competent, the user/individual on the job must be able to:

- PC10.** perform the duties in a manner which minimizes environmental damage
- PC11.** dispose off waste safely and correctly in a designated area as per companys sop
- PC12.** report any accidents, incidents or problems without delay to the supervisor and take necessary immediate action to reduce further danger
- PC13.** ensure zero accident at workplace
- PC14.** adhere to safety standards and ensure no material damage

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** making conscious and sustainable decisions for achieving effective and green workplace.

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- KU2.** company's policies on work safety and occupational hazard management
- KU3.** knowledge about company's HR policies and reporting structure
- KU4.** company emergency evacuation procedure
- KU5.** accidental risks to the worker
- KU6.** how to maintain the work area safe and secure
- KU7.** how to perform the duties in a way to minimize accidental risks
- KU8.** how to handle chemicals in a safe manner
- KU9.** purpose and usage of protective gears such as gloves, protective goggles, masks, etc. while working
- KU10.** safe and correct material handling procedure
- KU11.** standard operating procedure (sop) of processes
- KU12.** precautionary activities to be followed in the processes
- KU13.** how to operate tools and electrical equipment
- KU14.** emergency procedures to be followed in case of a mishap such as fire accidents etc.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** make conscious and sustainable decisions that help reduce, rescue, and recycle the company resources
- GS2.** identify and replace processes that create unnecessary waste.
- GS3.** read safety instructions, safety signage and safety manuals
- GS4.** read the usage of various safety tools and equipment
- GS5.** take notes on descriptions and details of various safety precautions and procedures as instructed
- GS6.** communicate supervisor about the work safety issues.
- GS7.** receive instructions from supervisor on minimizing the accidental risks
- GS8.** communicate co-workers about the precautions to be taken for accident-free work.
- GS9.** how to select appropriate safety tools and equipment
- GS10.** improve work processes by adopting best safety practices
- GS11.** coordinate with different departments on briefing the safety aspects
- GS12.** guide the team members on use of various safety tools and equipment
- GS13.** spot errors and any other disruptions and communicate with solutions
- GS14.** how to use safety equipment such as fire extinguisher during fire accidents.
- GS15.** how to store chemicals and tools in a safe way.

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Follow safety procedures and practices</i> | 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 | - | - |
| <i>Achieve safety standards</i> | 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 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| 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 | - | - |
| NOS Total | 28 | 72 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | HCS/N9902 |
| NOS Name | Maintain Safe and Healthy Work Environment |
| Sector | Handicrafts and Carpet |
| Sub-Sector | Handicrafts (Ceramics), Handicrafts (Fashion Jewellery), Handicrafts (Stonecraft), Glassware, Metalware, Carpet, Handicrafts (Woodware) |
| Occupation | Production Management, Research and Development, Mixing and Milling, Moulding, Finishing and Painting, Pre- Production, Furnace Operation, Quality Check, Production, Pre - Crafting, Stone Crafting, Mixing, Moulding, Cutting, Smoothing, Finishing, Designing, Metal Casting and Stamping, Metal Craft Making, Cleaning/Polishing/Buffing, Painting and Plating, Packing, Marketing and Merchandising |
| NSQF Level | 4 |
| Credits | 1 |
| Version | 6.0 |
| Last Reviewed Date | 30/06/2022 |
| Next Review Date | 30/06/2025 |
| NSQC Clearance Date | 30/06/2022 |

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HCS/N9903: Maintain Personal Hygiene

Description

This NOS provides the abilities required for taking responsibility for their own health at the workplace and is about using the correct procedures to prevent, control and minimize risk to them and others at the workplace.

Scope

The scope covers the following :

- adopt healthy work practices
- achieve work productivity while maintaining health

Elements and Performance Criteria

Adopt healthy work practices

To be competent, the user/individual on the job must be able to:

- PC1.** always cover the mouth and nose with a dust mask while working and keep on changing when it gets blocked with dust
- PC2.** wear safety shoes while visiting the production unit to avoid any damage
- PC3.** wear personal protective equipment while visiting the different departments during production. oexample mask in the washing section, glasses and mask in an assembly line, and gloves in the printing section, etc.
- PC4.** always wash sanitize your hands after a factory unit before touching any document, laptop, cell phone, etc.
- PC5.** undergo preventive health checkups at regular intervals.
- PC6.** take prompt treatment from the doctor in case of illness.

Achieve work productivity while maintaining health

To be competent, the user/individual on the job must be able to:

- PC7.** follow SOPs for dealing with blisters; scratches; accidental fires or any other type of emergencies at work
- PC8.** ensure no productivity loss or absenteeism from work due to illness
- PC9.** ensure no long-term ill effect on personal health.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's policies on personal health and occupational hazard management
- KU2.** company's HR policies.
- KU3.** company's reporting structure
- KU4.** company's emergency evacuation procedure
- KU5.** health risks to the worker at the workplace

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- KU6.** healthy work practices
- KU7.** how to perform the duties in a way to minimize pollution at the workplace.
- KU8.** what personal protective equipment should be worn and how it is cared for
- KU9.** safe disposal methods for waste
- KU10.** how to provide first-aid treatment at the workplace
- KU11.** emergency procedures to be followed in case of an mishap such as fire accidents etc.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read personal health instructions and manual
- GS2.** read the usage of various hand tools and personal protection equipment
- GS3.** take notes on descriptions and details of various personal health maintenance procedures
- GS4.** communicate supervisor about the physical symptoms
- GS5.** receive instructions from doctor and supervisor on medical care
- GS6.** how to select appropriate hand tools and personal protection equipment
- GS7.** when to change personal protection equipment during work
- GS8.** how to identify first aid needs in case and of an injury
- GS9.** how to select appropriate hand tools and personal protection equipment
- GS10.** when to change personal protection equipment during work
- GS11.** how to use materials that does not affect customer health / make injury
- GS12.** improve work processes by adopting best safety practices
- GS13.** analyze the usage of appropriate tools and consumables
- GS14.** spot errors and any other disruptions and communicate with solutions

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Adopt healthy work practices</i> | 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 section, etc. | 3 | 8 | - | - |
| 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 | - | - |
| <i>Achieve work productivity while maintaining health</i> | 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 | - | - |
| NOS Total | 27 | 73 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | HCS/N9903 |
| NOS Name | Maintain Personal Hygiene |
| Sector | Handicrafts and Carpet |
| Sub-Sector | Handicrafts (Ceramics), Handicrafts (Fashion Jewellery), Handicrafts (Stonecraft), Glassware, Metalware, Carpet, Handicrafts (Woodware) |
| Occupation | Production Management, Research and Development, Mixing and Milling, Moulding, Finishing and Painting, Pre- Production, Furnace Operation, Quality Check, Production, Pre - Crafting, Stone Crafting, Mixing, Moulding, Cutting, Smoothing, Finishing, Designing, Metal Casting and Stamping, Metal Craft Making, Cleaning/Polishing/Buffing, Painting and Plating, Packing, Marketing and Merchandising |
| NSQF Level | 4 |
| Credits | 1 |
| Version | 3.0 |
| Last Reviewed Date | 30/06/2022 |
| Next Review Date | 30/06/2025 |
| NSQC Clearance Date | 30/06/2022 |

Qualification Pack

DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values - Citizenship

To be competent, the user/individual on the job must be able to:

- 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

To be competent, the user/individual on the job must be able to:

- 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

To be competent, the user/individual on the job must be able to:

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- 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

To be competent, the user/individual on the job must be able to:

- 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

To be competent, the user/individual on the job must be able to:

- 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

To be competent, the user/individual on the job must be able to:

- 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

To be competent, the user/individual on the job must be able to:

- 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

To be competent, the user/individual on the job must be able to:

- 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

To be competent, the user/individual on the job must be able to:

- 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

To be competent, the user/individual on the job must be able to:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings

Qualification Pack

- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Introduction to Employability Skills</i> | 1 | 1 | - | - |
| PC1. identify employability skills required for jobs in various industries | - | - | - | - |
| PC2. identify and explore learning and employability portals | - | - | - | - |
| <i>Constitutional values - Citizenship</i> | 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 | - | - | - | - |
| <i>Becoming a Professional in the 21st Century</i> | 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 | - | - | - | - |
| <i>Basic English Skills</i> | 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 | - | - | - | - |
| <i>Career Development & Goal Setting</i> | 1 | 2 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC10. understand the difference between job and career | - | - | - | - |
| PC11. prepare a career development plan with short- and long-term goals, based on aptitude | - | - | - | - |
| <i>Communication Skills</i> | 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 | - | - | - | - |
| <i>Diversity & Inclusion</i> | 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 | - | - | - | - |
| <i>Financial and Legal Literacy</i> | 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 | - | - | - | - |
| <i>Essential Digital Skills</i> | 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 | - | - | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Entrepreneurship</i> | 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 | - | - | - | - |
| <i>Customer Service</i> | 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 | - | - | - | - |
| <i>Getting ready for apprenticeship & Jobs</i> | 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 | - | - | - | - |
| NOS Total | 20 | 30 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---------------------------------|
| NOS Code | DGT/VSQ/N0102 |
| NOS Name | Employability Skills (60 Hours) |
| Sector | Cross Sectoral |
| Sub-Sector | Professional Skills |
| Occupation | Employability |
| NSQF Level | 4 |
| Credits | 2 |
| Version | 1.0 |
| Last Reviewed Date | 31/08/2023 |
| Next Review Date | 31/08/2028 |
| NSQC Clearance Date | 31/08/2023 |

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. 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.
2. Each NOS will be assessed both for theoretical knowledge and practical
3. The assessment will be based on knowledge bank of questions created by the SSC.
4. Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS
6. 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

Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to

Qualification Pack

successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

| National Occupational Standards | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks | Weightage |
|---|--------------|-----------------|---------------|------------|-------------|------------|
| HCS/N6707.Carry out the process required to make wooden toy | 27 | 73 | - | - | 100 | 20 |
| HCS/N9901.Coordinate with colleagues and work as a team | 35 | 65 | - | - | 100 | 20 |
| HCS/N9902.Maintain Safe and Healthy Work Environment | 28 | 72 | - | - | 100 | 20 |
| HCS/N9903.Maintain Personal Hygiene | 27 | 73 | - | - | 100 | 20 |
| DGT/VSQ/N0102.Employability Skills (60 Hours) | 20 | 30 | 0 | 0 | 50 | 20 |
| Total | 137 | 313 | 0 | 0 | 450 | 100 |

Qualification Pack

Acronyms

| | |
|-------------|---|
| NOS | National Occupational Standard(s) |
| NSQF | National Skills Qualifications Framework |
| QP | Qualifications Pack |
| TVET | Technical and Vocational Education and Training |

Qualification Pack

Glossary

| | |
|--|--|
| Sector | Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests. |
| Sub-sector | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components. |
| Occupation | Occupation is a set of job roles, which perform similar/ related set of functions in an industry. |
| Job role | Job role defines a unique set of functions that together form a unique employment opportunity in an organisation. |
| Occupational Standards (OS) | OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts. |
| Performance Criteria (PC) | Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task. |
| National Occupational Standards (NOS) | NOS are occupational standards which apply uniquely in the Indian context. |
| Qualifications Pack (QP) | QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code. |
| Unit Code | Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N' |
| Unit Title | Unit title gives a clear overall statement about what the incumbent should be able to do. |
| Description | Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for. |
| Scope | Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required. |

Qualification Pack

| | |
|---|--|
| Knowledge and Understanding (KU) | Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard. |
| Organisational Context | Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility. |
| Technical Knowledge | Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities. |
| Core Skills/ Generic Skills (GS) | Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles. |
| Electives | Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives. |
| Options | Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options. |