

## Qualification Pack



# Glass Toy Maker

QP Code: HCS/Q2206

Version: 2.0

NSQF Level: 3

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## Qualification Pack

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### HCS/Q2206: Glass Toy Maker

#### Brief Job Description

The Glass Toy Maker-Artisan selects the toys made out of fabrication work from either colored or transparent glass tubes or rods respectively highest degree of flexibility for shaping into a wide variety of products varying in design, forms, color and appearance.

#### Personal Attributes

The job requires the individual to have: ability to work in high temperature environment near furnace, work in high decibel noise environment, work in standing position for long time, physically fit and ability to continuously blow through a hollow pipe.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [HCS/N2215: Prepare the Raw materials for making the Glass Toy Products](#)
2. [HCS/N2216: Carry out the process of making the Glass Toy Products](#)
3. [HCS/N2409: Carry out the process of making glass toys with advanced techniques](#)
4. [HCS/N9804: Entrepreneurship skills for making the glass toys](#)
5. [HCS/N9908: Working in a Team](#)
6. [HCS/N9945: Maintaining workplace health and safety](#)
7. [HCS/N9935: Maintain Personal Cleanliness](#)
8. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Glassware
<b>Occupation</b>	Blowing-Glassware
<b>Country</b>	India



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<b>NSQF Level</b>	3
<b>Credits</b>	13
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3122.0900
<b>Minimum Educational Qualification &amp; Experience</b>	10th grade pass OR 9th grade pass with 1.5 years of experience OR 8th grade pass with 3 Years of experience OR 5th grade pass with 6 Years of experience OR Previous relevant Qualification of NSQF Level 2.5 with 1.5 years of experience
<b>Minimum Level of Education for Training in School</b>	Not Applicable
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	22/10/2027
<b>NSQC Approval Date</b>	22/10/2024
<b>Version</b>	2.0
<b>Reference code on NQR</b>	QG-03-HC-03288-2024-V2-HCSSC
<b>NQR Version</b>	2



## Qualification Pack

### HCS/N2215: Prepare the Raw materials for making the Glass Toy Products

#### Description

The unit discuss in details about the preparation of raw materials before beginning the production processes. It informs about performance criteria, knowledge and understanding, and skills required to become a Glass Toy Maker Master Craftsman.

#### Scope

The scope covers the following :

- arrange the tools and equipment required for blowing process
- processing the raw materials
- check quality and productivity standards

#### Elements and Performance Criteria

##### *arrange the tools and equipment required for blowing process*

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

- PC1.** ensure appropriate quantity of glass gob is taken for making glass toy for e.g. biological birds, animals, ships, model sets and artefacts etc.
- PC2.** follow the standard operating procedures in order to place the gas torch along with CO2 cylinder
- PC3.** apply standard operating procedures required to place the gas burners on an appropriate temperature and appropriate passage of air
- PC4.** analyze periodic production schedules on the basis of the weight, dimension and colour specifications for the product to be produced
- PC5.** demonstrate the sample testing of furnace to check the temperature sensitivity of product during blowing
- PC6.** select the suitable hollow pipe for blowing process based on the physical, chemical and thermal properties
- PC7.** place the glass gob from the furnace using a hollow pipe
- PC8.** estimate the time required to form different kinds of toys/designs for optimum efficiency
- PC9.** control the glass temperature on the hollow pipe, outside the furnace
- PC10.** coordinate with the moulding helper in the blowing process for making the products as per the job sheet
- PC11.** identify optimum furnace temperature for blowing making
- PC12.** place the standard furnace insulation type for making glass toys of adequate sizes

##### *processing the raw materials*

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

- PC13.** ensure raw material are as per product requirement both in terms of quality and quantity
- PC14.** perform the process of blow the pipe with appropriate air and control breath as per the shape requirement



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- PC15.** place the vessels in which air pressure required to form different kinds of shapes through blowing
- PC16.** deduce the possibility of formation of a particular design through blowing
- PC17.** carry out different kinds of blows like round blow and straight blow for different kinds of products
- PC18.** evaluate the shape of the product visually while blowing and stop blowing when it attains the required shape
- PC19.** ensure the product is blown to achieve the design specification
- PC20.** ensure zero material defect or loss during handling gob
- PC21.** check the optimum flame and furnace temperature for blow

### *Check quality and productivity standards*

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

- PC22.** demonstrate the inspection process based on the quality standard parameters to ensure the appropriate thickness and surface finishing is being achieved
- PC23.** demonstrate the steps to be followed while maintaining records of inspection results/tests. ensure that there is no wastage of the materials
- PC24.** minimize material loss during the process of blow moulding
- PC25.**
  - identify the different types of parameters required to ensure the appropriate amount of inventory is being
  - stored at the time production
- PC26.** ensure zero accident while performing blowing / handling glass gob by following standard procedure

## 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.** relevant standards and procedures followed in the company
- KU3.** different types of glass toys manufactured by the company
- KU4.** the locations where the materials are typically stored
- KU5.** the key product lines of the company
- KU6.** discuss about appropriate joining and trimming techniques
- KU7.** basic calculation methods required for calculating raw materials
- KU8.** the appropriate safety measures while handling the raw materials
- KU9.** quality norms and quality management policy prescribed by the organization for blowing jobs
- KU10.** optimum flame and furnace temperature
- KU11.** different kinds of blowing like straight and round blowing
- KU12.** different combinations of raw materials for different products glass
- KU13.** properties like flexibility, stress, heat sensitivity
- KU14.** heat efficiency and calorific value of fuel (gas)



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- KU15.** handling tools (hollow pipe) and equipment
- KU16.** breath control as per product requirement
- KU17.** material handling procedure(in specific glass gob handling)
- KU18.** different kinds of furnaces and fuels for production of glass artefacts
- KU19.** handle the use of sharp tools and equipment
- KU20.** ensuring that there is no mal handling/accidents due to improper handling of the raw materials
- KU21.** functional processes like procurement, store management, inventory management and quality management
- KU22.** handling the equipment like knife, fork, spoke shaver and hammer appropriately
- KU23.** controls and basic up keeping of hand cutter techniques

## Generic Skills (GS)

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

- GS1.** document information from the manuals, discussion notes, memos, circulars, job sheets etc.
- GS2.** create small notes/work documents/diagrams for operators and helpers to help them understand the process
- GS3.** read about various glass properties related information
- GS4.** read about operating the sharp tools, hand cutter and furnace operations
- GS5.** discuss task lists, schedules, and periodic workloads with the colleagues and in line team
- GS6.** interact with the supervisor
- GS7.** communicate the gaps in process, if any to supervisor
- GS8.** take the right raw materials according to the end product
- GS9.** maintain the working schedule appropriately in order to achieve the daily targets
- GS10.** interpret the customer preference, demand, etc. and accordingly make job sheet
- GS11.** to solve work related problems
- GS12.** to analyze the material requirement
- GS13.** spot process disruptions and delays
- GS14.** report on any concerns to superiors without delay
- GS15.** use intuition to detect any potential problems which could arise during operations
- GS16.** ensure that the work allocated is completed as per timelines and quality norms
- GS17.** support and contribute in monitoring and delivering high quality output from self and others



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>arrange the tools and equipment required for blowing process</i>	12	36	-	-
<b>PC1.</b> ensure appropriate quantity of glass gob is taken for making glass toy for e.g. biological birds, animals, ships, model sets and artefacts etc.	1	3	-	-
<b>PC2.</b> follow the standard operating procedures in order to place the gas torch along with CO2 cylinder	1	3	-	-
<b>PC3.</b> apply standard operating procedures required to place the gas burners on an appropriate temperature and appropriate passage of air	1	3	-	-
<b>PC4.</b> analyze periodic production schedules on the basis of the weight, dimension and colour specifications for the product to be produced	1	3	-	-
<b>PC5.</b> demonstrate the sample testing of furnace to check the temperature sensitivity of product during blowing	1	3	-	-
<b>PC6.</b> select the suitable hollow pipe for blowing process based on the physical, chemical and thermal properties	1	3	-	-
<b>PC7.</b> place the glass gob from the furnace using a hollow pipe	1	3	-	-
<b>PC8.</b> estimate the time required to form different kinds of toys/designs for optimum efficiency	1	3	-	-
<b>PC9.</b> control the glass temperature on the hollow pipe, outside the furnace	1	3	-	-
<b>PC10.</b> coordinate with the moulding helper in the blowing process for making the products as per the job sheet	1	3	-	-
<b>PC11.</b> identify optimum furnace temperature for blowing making	1	3	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> place the standard furnace insulation type for making glass toys of adequate sizes	1	3	-	-
<i>processing the raw materials</i>	<b>9</b>	<b>27</b>	-	-
<b>PC13.</b> ensure raw material are as per product requirement both in terms of quality and quantity	1	3	-	-
<b>PC14.</b> perform the process of blow the pipe with appropriate air and control breath as per the shape requirement	1	3	-	-
<b>PC15.</b> place the vessels in which air pressure required to form different kinds of shapes through blowing	1	3	-	-
<b>PC16.</b> deduce the possibility of formation of a particular design through blowing	1	3	-	-
<b>PC17.</b> carry out different kinds of blows like round blow and straight blow for different kinds of products	1	3	-	-
<b>PC18.</b> evaluate the shape of the product visually while blowing and stop blowing when it attains the required shape	1	3	-	-
<b>PC19.</b> ensure the product is blown to achieve the design specification	1	3	-	-
<b>PC20.</b> ensure zero material defect or loss during handling gob	1	3	-	-
<b>PC21.</b> check the optimum flame and furnace temperature for blow	1	3	-	-
<i>Check quality and productivity standards</i>	<b>5</b>	<b>11</b>	-	-
<b>PC22.</b> demonstrate the inspection process based on the quality standard parameters to ensure the appropriate thickness and surface finishing is being achieved	1	3	-	-
<b>PC23.</b> demonstrate the steps to be followed while maintaining records of inspection results/tests. ensure that there is no wastage of the materials	1	2	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC24.</b> minimize material loss during the process of blow moulding	1	2	-	-
<b>PC25.</b> <ul style="list-style-type: none"> <li>identify the different types of parameters required to ensure the appropriate amount of inventory is being</li> <li>stored at the time production</li> </ul>	1	2	-	-
<b>PC26.</b> ensure zero accident while performing blowing / handling glass gob by following standard procedure	1	2	-	-
<b>NOS Total</b>	<b>26</b>	<b>74</b>	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N2215
<b>NOS Name</b>	Prepare the Raw materials for making the Glass Toy Products
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Glassware
<b>Occupation</b>	Blowing-Glassware
<b>NSQF Level</b>	3
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024



## Qualification Pack

### HCS/N2216: Carry out the process of making the Glass Toy Products

#### Description

This unit discusses in detail the different processes that involves in glass blowing techniques and operations. Also gives the understanding about the different glass toy making processes, trimming and shaping techniques, cooling process and annealing processes.

#### Scope

The scope covers the following :

- carry out the process of glass blowing
- carry out the process required for shaping and cooling the Glass Toy

#### Elements and Performance Criteria

##### *carry out the process of glass blowing*

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

- PC1.** identify the tools and equipment to be used for the preparation of the toy in accordance to the specifications provided
- PC2.** perform the standard operational procedures of air being blown from the other end of the hollow pipe for blowing process
- PC3.** analyze the appropriate height measures that involves the process of falling the gob by gravity into the mould
- PC4.** ensure that hot molten glass takes the shape of the mould while air is being blown from the other end
- PC5.** identify hot spots and flow of glass within the furnace during melting
- PC6.** identify the appropriate stream of glass being put in the moulds as per the job sheet
- PC7.** apply the appropriate amount of force on to the mould to get the desired shape and dimensions
- PC8.** evaluate the no. of glass layers being formed on the inner and outer surface to check the appropriate thickness and rigidity of glass
- PC9.** manage the outer and inner thickness of glass layers between 3.5 mm to 6mm depending upon the toy being produced
- PC10.** demonstrate the trimming and shaping process by hand tools and hand cutters to get the desired shape and quality
- PC11.** analyze the job sheet and remove the unwanted material from the final product as per the work sheet
- PC12.** follow safety measures while handling the gob and remove the molten glass from the gob
- PC13.** apply standard organizational procedures to make a check note by doing visual inspection on the product formed to ensure appropriate thickness, color and layers are being formed

##### *carry out the process required for shaping and cooling the Glass Toy*

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



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- PC14.** identify the type of jar required to removed and another gob is intro-duced in the mould for blowing process
- PC15.** apply the standard organizational procedures to cool down the final product with the help of sand or vaccum chamber to enhance the ductility of the final product
- PC16.** perform the annealing process on the final made product to make them more strength and for ensuring the appropriate quality measures
- PC17.** identify the final approved products and send them for further processing of decoration
- PC18.** demonstrate the process of decorating the jar with glass frill
- PC19.** place the decorative items on the glass toy such as eyes, colors, crystals, sparkles etc. to make them more attractive
- PC20.** perform the standard operating procedures to place the finishing objects on the final prepared product ensuring the correct dimensions and sizes are there
- PC21.** apply standard organizational safety procedures while using sulphate oxides, synthetic colors, wax polish and sharp tools and equipment
- PC22.** demonstrate the visual inspection on the product made to check the joints, edges, surface finishing and smoothness
- PC23.** perform the process of weighing the final product and make the record of consumption of raw materials used for making the final product

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** relevant manufacturing standards and procedures
- KU2.** company's policies on: safety, products benefits and code of conduct
- KU3.** quality norms and standards prescribed in the quality manual by the organization
- KU4.** fiveS safety norms practiced in the organization
- KU5.** about tools, jigs, fixtures, their usage and maintenance records
- KU6.** how to operate the machine in both automatic and manual mode
- KU7.** usage of various measurements tools like vernier calipers, micrometres, rulers, scales, weighing machines etc.
- KU8.** metallurgical and chemical properties of glass
- KU9.** about handling of electrical equipment and circuits and control panels
- KU10.** basic arithmetic and calculation methods
- KU11.** various data entry tools and formats used in the organization
- KU12.** understanding of different kinds of moulding like hand press and blow moulding
- KU13.** how to keep note of problems on job sheet and share the feedback with supervisor
- KU14.** how to read the product specifications and interpret details such as size , weight , colour , volume
- KU15.** glass properties like flexibility and stress

## Generic Skills (GS)



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

- GS1.** write required steps to be followed while preparing for the production process
- GS2.** create small notes/work documents/diagrams for operators and helpers to help them in understand the process
- GS3.** read internal information memos send by the internal customers (other functions within the organization)
- GS4.** discuss task lists, schedules, workloads with the operative team members
- GS5.** how to decide on material requirement for toy making activity
- GS6.** answer the queries raised by the operative team and furnace helpers
- GS7.** how to resolve issues in the craft during toy making
- GS8.** how to analyse the shape of the product and accordingly blow the gob
- GS9.** how to spot process disruptions and delays
- GS10.** how to operate furnace
- GS11.** how to control furnace
- GS12.** how to maintain furnace
- GS13.** organize information tools, manuals, etc. on the shop floor so that sorting become easy
- GS14.** motivate and provide support to the team at the workplace
- GS15.** ensure role clarity for all operators and helpers on the line/shift
- GS16.** escalate any team related issues to the concerned person at the right time
- GS17.** identify defective parts in the manufacturing line by comparing
- GS18.** manufactured pieces with the work standard
- GS19.** use previous experience in resolving problems and taking decisions
- GS20.** Use common sense and make judgments during day to day basis



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>carry out the process of glass blowing</i>	<b>13</b>	<b>37</b>	-	-
<b>PC1.</b> identify the tools and equipment to be used for the preparation of the toy in accordance to the specifications provided	1	2	-	-
<b>PC2.</b> perform the standard operational procedures of air being blown from the other end of the hollow pipe for blowing process	1	2	-	-
<b>PC3.</b> analyze the appropriate height measures that involves the process of falling the gob by gravity into the mould	1	2	-	-
<b>PC4.</b> ensure that hot molten glass takes the shape of the mould while air is being blown from the other end	1	2	-	-
<b>PC5.</b> identify hot spots and flow of glass within the furnace during melting	1	2	-	-
<b>PC6.</b> identify the appropriate stream of glass being put in the moulds as per the job sheet	1	3	-	-
<b>PC7.</b> apply the appropriate amount of force on to the mould to get the desired shape and dimensions	1	3	-	-
<b>PC8.</b> evaluate the no. of glass layers being formed on the inner and outer surface to check the appropriate thickness and rigidity of glass	1	3	-	-
<b>PC9.</b> manage the outer and inner thickness of glass layers between 3.5 mm to 6mm depending upon the toy being produced	1	3	-	-
<b>PC10.</b> demonstrate the trimming and shaping process by hand tools and hand cutters to get the desired shape and quality	1	3	-	-
<b>PC11.</b> analyze the job sheet and remove the unwanted material from the final product as per the work sheet	1	4	-	-
<b>PC12.</b> follow safety measures while handling the gob and remove the molten glass from the gob	1	4	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> apply standard organizational procedures to make a check note by doing visual inspection on the product formed to ensure appropriate thickness, color and layers are being formed	1	4	-	-
<i>carry out the process required for shaping and cooling the Glass Toy</i>	<b>10</b>	<b>40</b>	-	-
<b>PC14.</b> identify the type of jar required to removed and another gob is intro-duced in the mould for blowing process	1	4	-	-
<b>PC15.</b> apply the standard organizational procedures to cool down the final product with the help of sand or vaccum chamber to enhance the ductility of the final product	1	4	-	-
<b>PC16.</b> perform the annealing process on the final made product to make them more strength and for ensuring the appropriate quality measures	1	4	-	-
<b>PC17.</b> identify the final approved products and send them for further processing of decoration	1	4	-	-
<b>PC18.</b> demonstrate the process of decorating the jar with glass frill	1	4	-	-
<b>PC19.</b> place the decorative items on the glass toy such as eyes, colors, crystals, sparkles etc. to make them more attractive	1	4	-	-
<b>PC20.</b> perform the standard operating procedures to place the finishing objects on the final prepared product ensuring the correct dimensions and sizes are there	1	4	-	-
<b>PC21.</b> apply standard organizational safety procedures while using sulphate oxides, synthetic colors, wax polish and sharp tools and equipment	1	4	-	-
<b>PC22.</b> demonstrate the visual inspection on the product made to check the joints, edges, surface finishing and smoothness	1	4	-	-
<b>PC23.</b> perform the process of weighing the final product and make the record of consumption of raw materials used for making the final product	1	4	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	23	77	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N2216
<b>NOS Name</b>	Carry out the process of making the Glass Toy Products
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Glassware
<b>Occupation</b>	Blowing-Glassware
<b>NSQF Level</b>	3
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024



## Qualification Pack

# HCS/N2409: Carry out the process of making glass toys with advanced techniques

## Description

This unit delves into the advanced techniques and tools and processes used in glass toy creation. It covers innovative methods for melting and shaping glass, as well as trimming and surface finishing techniques. Additionally, it examines the cooling and annealing processes that ensure durability and quality. By exploring these advanced practices, artisans can elevate their craft and produce unique, high-quality glass toys

## Scope

The scope covers the following :

- preparation of raw materials and tools
- forming and colouring the glass toys
- annealing and surface finishing
- achieve quality standards

## Elements and Performance Criteria

### *Preparation of raw materials and tools*

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

- PC1.** with advancements, different types of glass, including borosilicate glass (known for its durability and heat resistance), are used for more detailed and intricate designs
- PC2.** use electric furnaces or gas cylinder furnace provide more precise temperature control, making it easier to melt glass evenly
- PC3.** use laser cutting tools for sharps precision cuts to shape glass toys without breaking or damaging the material

### *Forming and colouring the glass toys*

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

- PC4.** using a gas-powered torch, glass rods are melted and shaped with more precision to create delicate toys with complex design
- PC5.** apply advanced metallic oxide coatings (like gold or silver) enhances the appearance of glass toys with vibrant, reflective colours
- PC6.** using air brush techniques to the glass surface for allowing detailed and intricate patterns

### *Annealing and surface finishing*

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

- PC7.** cooling the glass toys by using the automated annealing ovens with temperature sensors to reduce the risk of cracking and improving durability
- PC8.** create a smooth glossy surface with the help of laser polishing or acid polishing

### *Achieve quality standards*

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

- PC9.** ensure that all materials comply with safety standards



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- PC10.** maintain consistent temperatures to avoid bubbles and impurities in the glass
- PC11.** ensure that the colours used are non-toxic, especially for toys meant for children, and compliant with safety regulations
- PC12.** verify that the annealing process eliminates internal stresses to increase durability and longevity
- PC13.** surfaces should be free of rough spots or sharp areas to ensure safety

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** knowledge of different types of glass and their properties, including soda-lime glass and borosilicate glass, which impact the toy's quality and durability
- KU2.** familiarity with modern melting technologies, such as electric and gas furnaces, and the importance of precise temperature control in achieving optimal glass consistency
- KU3.** understanding the use of molds and advanced forming techniques, such as vacuum forming and pressure forming
- KU4.** knowledge of tools and methods for trimming glass, including laser cutting and cold working techniques like grinding and polishing
- KU5.** understanding the importance of controlled cooling and the annealing process
- KU6.** familiarity with advanced surface treatments, such as chemical etching and coating, to create unique finishes and protective layers on glass toys
- KU7.** Knowledge of quality assurance protocols and testing methods to ensure that glass toys meet safety and quality standards before reaching consumers
- KU8.** awareness of eco-friendly materials and processes that can be integrated into glass toy production to promote sustainability in the handicraft sector

## Generic Skills (GS)

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

- GS1.** write required steps to be followed while preparing for the production process
- GS2.** create small notes/work documents/diagrams for operators and helpers to help them in understand the process
- GS3.** how to decide on material requirement for toy making activity
- GS4.** answer the queries raised by the operative team and furnace helpers
- GS5.** skill in developing unique designs and employing new techniques to enhance the artistic appeal of glass toys
- GS6.** effectively organizing tasks and production schedules to meet deadlines while maintaining quality standards
- GS7.** ability to work well with other artisans and team members, sharing ideas and techniques to improve overall production
- GS8.** willingness to learn and adapt to new technologies and methods in glass-making to stay current in the industry



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Preparation of raw materials and tools</i>	<b>6</b>	<b>16</b>	-	-
<b>PC1.</b> with advancements, different types of glass, including borosilicate glass (known for its durability and heat resistance), are used for more detailed and intricate designs	2	6	-	-
<b>PC2.</b> use electric furnaces or gas cylinder furnace provide more precise temperature control, making it easier to melt glass evenly	2	4	-	-
<b>PC3.</b> use laser cutting tools for sharps precision cuts to shape glass toys without breaking or damaging the material	2	6	-	-
<i>Forming and colouring the glass toys</i>	<b>9</b>	<b>20</b>	-	-
<b>PC4.</b> using a gas-powered torch, glass rods are melted and shaped with more precision to create delicate toys with complex design	3	5	-	-
<b>PC5.</b> apply advanced metallic oxide coatings (like gold or silver) enhances the appearance of glass toys with vibrant, reflective colours	3	7	-	-
<b>PC6.</b> using air brush techniques to the glass surface for allowing detailed and intricate patterns	3	8	-	-
<i>Annealing and surface finishing</i>	<b>5</b>	<b>14</b>	-	-
<b>PC7.</b> cooling the glass toys by using the automated annealing ovens with temperature sensors to reduce the risk of cracking and improving durability	3	8	-	-
<b>PC8.</b> create a smooth glossy surface with the help of laser polishing or acid polishing	2	6	-	-
<i>Achieve quality standards</i>	<b>10</b>	<b>20</b>	-	-
<b>PC9.</b> ensure that all materials comply with safety standards	2	4	-	-



## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> maintain consistent temperatures to avoid bubbles and impurities in the glass	2	4	-	-
<b>PC11.</b> ensure that the colours used are non-toxic, especially for toys meant for children, and compliant with safety regulations	2	4	-	-
<b>PC12.</b> verify that the annealing process eliminates internal stresses to increase durability and longevity	2	4	-	-
<b>PC13.</b> surfaces should be free of rough spots or sharp areas to ensure safety	2	4	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N2409
<b>NOS Name</b>	Carry out the process of making glass toys with advanced techniques
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	
<b>Occupation</b>	Decoration (Etching, Pasting & Painting) and Finishing- Glassware
<b>NSQF Level</b>	3
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024



## Qualification Pack

### HCS/N9804: Entrepreneurship skills for making the glass toys

#### Description

This unit focuses on the essential entrepreneurship skills required for making glass toys. It emphasizes creativity in design and technical proficiency in glass production techniques. Additionally, it covers important aspects such as market awareness, financial management, and effective marketing strategies. By developing these skills, artisans can successfully navigate the glass toy industry and create unique, high-quality products that appeal to consumers.

#### Scope

The scope covers the following :

- creativity and innovation
- marketing and financial management
- Communication and adaptability

#### Elements and Performance Criteria

##### *Creativity and Innovation*

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

- PC1.** come up with unique designs and ideas for glass toys that stand out in the market
- PC2.** learn the modern techniques of glass melting, shaping, and decorating to create high-quality toys

##### *Marketing and financial management*

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

- PC3.** understand current trends and customer preferences to make toys that people want to buy
- PC4.** keep track of costs, sales, and profits to ensure the business stays financially healthy
- PC5.** promote the glass toys using social media, websites, or local markets to reach more customers

##### *Communication and Adaptability*

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

- PC6.** build good relationships with suppliers, customers, and the team by clear and polite communication
- PC7.** be ready to change designs or production methods based on market trends or customer feedback
- PC8.** consider eco-friendly practices in the production process to appeal the environmentally conscious consumers

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** understanding how to design unique glass toys that stand out in the market



## Qualification Pack

- KU2.** encouraging creative thinking and experimentation with different styles and techniques
- KU3.** ability to analyze market trends, identify target audiences, and understand consumer preferences to tailor products accordingly
- KU4.** skills in creating a comprehensive business plan that outlines goals, strategies, and operational plans for glass toy production
- KU5.** understanding budgeting, cost control, and pricing strategies to ensure profitability and sustainability of the business
- KU6.** knowledge of various marketing techniques, including social media, online sales, and local promotions, to effectively reach potential customers
- KU7.** develop skills in building relationships with suppliers, retailers, and other artisans to enhance business opportunities and share resources
- KU8.** ability to address challenges that arise in production, sales, or customer service, finding effective solutions quickly
- KU9.** understanding the importance of maintaining high-quality standards throughout the production process to build customer trust and satisfaction
- KU10.** ability to adjust designs and business strategies based on feedback and changing market conditions to stay competitive

## Generic Skills (GS)

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

- GS1.** how to decide on material requirement for toy making activity
- GS2.** discuss task lists, schedules, workloads with the operative team members
- GS3.** read internal information memos send by the internal customers (other functions within the organization)
- GS4.** identify challenges and develop effective solutions to overcome obstacles in production or sales
- GS5.** ability to establish connections with suppliers, customers, and industry peers to enhance business opportunities
- GS6.** analyze market trends, customer preferences, and competitive products to inform business decisions
- GS7.** create and implement a comprehensive business plan that outlines goals, strategies, and financial projections
- GS8.** prioritize tasks and manage time efficiently to meet production deadlines and business objectives
- GS9.** maintaining high standards in product quality and safety through regular inspections and testing



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Creativity and Innovation</i>	<b>7</b>	<b>16</b>	-	-
<b>PC1.</b> come up with unique designs and ideas for glass toys that stand out in the market	3	8	-	-
<b>PC2.</b> learn the modern techniques of glass melting, shaping, and decorating to create high-quality toys	4	8	-	-
<i>Marketing and financial management</i>	<b>11</b>	<b>24</b>	-	-
<b>PC3.</b> understand current trends and customer preferences to make toys that people want to buy	4	8	-	-
<b>PC4.</b> keep track of costs, sales, and profits to ensure the business stays financially healthy	4	8	-	-
<b>PC5.</b> promote the glass toys using social media, websites, or local markets to reach more customers	3	8	-	-
<i>Communication and Adaptability</i>	<b>18</b>	<b>24</b>	-	-
<b>PC6.</b> build good relationships with suppliers, customers, and the team by clear and polite communication	6	8	-	-
<b>PC7.</b> be ready to change designs or production methods based on market trends or customer feedback	6	8	-	-
<b>PC8.</b> consider eco-friendly practices in the production process to appeal the environmentally conscious consumers	6	8	-	-
<b>NOS Total</b>	<b>36</b>	<b>64</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9804
<b>NOS Name</b>	Entrepreneurship skills for making the glass toys
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	
<b>Occupation</b>	Marketing and Merchandising
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024



## Qualification Pack

### HCS/N9908: Working in a Team

#### Description

This unit is about working as part of a team in the process.

#### Elements and Performance Criteria

##### *Commitment and trust*

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

- PC1.** Be accountable to ones own role in whole process.
- PC2.** Perform all roles with full responsibility.

##### *Communication*

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

- PC3.** Report problems faced during the process.
- PC4.** Talk politely with other team members and colleagues.
- PC5.** Submit daily report of own performance.

##### *Adaptability*

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

- PC6.** Adjust in different work situations.
- PC7.** Give due importance to others point of view.
- PC8.** Avoid conflicting situations.

##### *Creative freedom*

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

- PC9.** Develop new ideas for work procedures
- PC10.** Improve upon the existing techniques to increase process efficiency

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** General rules and regulations in the sector.
- KU2.** Procedure followed to get the final output.
- KU3.** Safe working practices to be adopted.
- KU4.** Reporting to the supervisor or higher authority about any grievances faced.
- KU5.** Understanding the importance of the previous and next step of the process.
- KU6.** Process flow in the handicraft section.
- KU7.** Material sequence of flow.
- KU8.** Functions of different parts of product development.
- KU9.** Tools and equipments used.
- KU10.** Guidelines for operating the equipment.
- KU11.** Safety procedures to be followed as applicable.



## Qualification Pack

### Generic Skills (GS)

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

- GS1.** Prepare status and progress reports.
- GS2.** Write memos and e-mail to co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct.
- GS3.** Keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets.
- GS4.** Discuss task lists, schedules, and work-loads with co-workers.
- GS5.** Keep co-workers and supervisors informed about progress.
- GS6.** Make decisions pertaining to the concerned area of work.
- GS7.** Plan and organize service feedback files/documents.
- GS8.** Manage relationships with customers.
- GS9.** Build customer relationships and use customer centric approach.
- GS10.** Think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s).
- GS11.** Identify immediate or temporary solutions to resolve delays.
- GS12.** Use the existing data to arrive at specific data points.
- GS13.** Apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action.



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Commitment and trust</i>	<b>7</b>	<b>15</b>	-	-
<b>PC1.</b> Be accountable to ones own role in whole process.	4	8	-	-
<b>PC2.</b> Perform all roles with full responsibility.	3	7	-	-
<i>Communication</i>	<b>10</b>	<b>18</b>	-	-
<b>PC3.</b> Report problems faced during the process.	3	7	-	-
<b>PC4.</b> Talk politely with other team members and colleagues.	4	4	-	-
<b>PC5.</b> Submit daily report of own performance.	3	7	-	-
<i>Adaptability</i>	<b>8</b>	<b>22</b>	-	-
<b>PC6.</b> Adjust in different work situations.	3	7	-	-
<b>PC7.</b> Give due importance to others point of view.	3	7	-	-
<b>PC8.</b> Avoid conflicting situations.	2	8	-	-
<i>Creative freedom</i>	<b>4</b>	<b>16</b>	-	-
<b>PC9.</b> Develop new ideas for work procedures	2	6	-	-
<b>PC10.</b> Improve upon the existing techniques to increase process efficiency	2	10	-	-
<b>NOS Total</b>	<b>29</b>	<b>71</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9908
<b>NOS Name</b>	Working in a Team
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Paper Mache, Carpet, Hand Crocheted Textiles, Handicrafts (Agarbatti), Hand Crafted Textiles, Handicrafts (Bamboo)
<b>Occupation</b>	Procurement, Production, Processing, Designing, Finishing, Weaving, Traditional Hand Embroiderer, Master Hand Embroiderer, Hand Embroidery, Design Tracer, Embroidery Finishing, Hand Block Printer, Block Print Supervisor, Crochet Lace Maker, Master Crochet Lace Maker, Crochet Lace Tailor, Handmade Bamboo Agarbatti Stick Maker, Semi-Mechanized Bamboo Stick Maker, Automatic Stick Making M/C Operator, Hand Rolled Agarbatti Maker, Pedal Operated Machine Agarbatti Maker, Automatic Machine Rolled Agarbatti Maker, Agarbatti Perfume Applicator, Bamboo Processor and Dyer, Bamboo Mat Weaver, Handmade Bamboo Stick Maker (for Woven Mats), Bamboo Basket Maker, Bamboo Utility Handicraft Assembler, Bamboo Utility Product Tailor, Bamboo Artwork Maker.
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Clearance Date</b>	18/02/2025



## Qualification Pack

### HCS/N9945: Maintaining workplace health and safety

#### Description

This unit provides Performance Criteria, Knowledge & Understanding, and Skills & Abilities required to comply with health, safety, and security requirements at the workplace and covers procedures to prevent, control, and minimize risk to self and others.

#### Scope

The scope covers the following :

- Comply with health, safety, and security requirements at work

#### Elements and Performance Criteria

##### *Comply with health, safety, and security requirements at work*

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

- PC1.** comply with health and safety related instructions applicable to the workplace.
- PC2.** use and maintain personal protective equipment as per protocol.
- PC3.** carry out own activities in line with approved guidelines and procedures
- PC4.** maintain a healthy lifestyle and guard against dependency on intoxicants.
- PC5.** follow environment management system related procedures.
- PC6.** store materials and tools in line with manufacturers and organisational requirements
- PC7.** safely handle and move waste and debris.
- PC8.** minimize health and safety risks to self and others due to own actions
- PC9.** seek clarifications, from supervisors or other authorized personnel in case of perceived risks
- PC10.** monitor the workplace and work processes for potential risks and threats.
- PC11.** carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned
- PC12.** report hazards and potential risks/ threats to supervisors or other authorized personnel
- PC13.** participate in mock drills/ evacuation procedures organized at the workplace
- PC14.** undertake first aid, fire-fighting and emergency response training, if asked to do so
- PC15.** conduct routine checks on gas cylinders and furnaces for leaks or damage
- PC16.** store gas cylinders upright in a designated, secure area away from heat sources
- PC17.** conduct regular safety training sessions for employees on handling gas and operating furnaces safely
- PC18.** take action based on instructions in the event of fire, emergencies or accidents
- PC19.** follow organisation procedures for evacuation when required

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:



## Qualification Pack

- KU1.** health and safety related practices applicable at the workplace
- KU2.** potential hazards, risks and threats based on nature of operations
- KU3.** organizational procedures for safe handling of tools
- KU4.** potential risks due to own actions and methods to minimize these
- KU5.** environmental management system related procedures at the workplace.
- KU6.** layout of the plant and details of emergency exits, escape routes, emergency equipment and assembly points
- KU7.** potential accidents and emergencies and response to these scenarios
- KU8.** reporting protocol and documentation required
- KU9.** details of personnel trained in first aid, fire-fighting and emergency response
- KU10.** actions to take in the event of a mock drills/ evacuation procedures or actual accident, emergency or fire.
- KU11.** occupational health and safety risks and methods
- KU12.** personal protective equipment and method of use
- KU13.** identification, handling and storage of hazardous substances
- KU14.** proper disposal system for waste and by-products
- KU15.** signage related to health and safety and their meaning
- KU16.** importance of sound health, hygiene and good habits
- KU17.** ill-effects of alcohol, tobacco and drugs

## Generic Skills (GS)

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

- GS1.** write in local language.
- GS2.** read measurement instructions
- GS3.** communicate orally with colleagues
- GS4.** follow organization rule-based decision making process
- GS5.** take decision with systematic course of actions and/or response
- GS6.** plan and organize your work to achieve targets and deadlines
- GS7.** manage relationships with customers
- GS8.** build customer relationships and use customer centric approach
- GS9.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
- GS10.** identify immediate or temporary solutions to resolve delays
- GS11.** analyze data and activities.
- GS12.** pass on relevant information to others
- GS13.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Comply with health, safety, and security requirements at work</i>	<b>30</b>	<b>70</b>	-	-
<b>PC1.</b> comply with health and safety related instructions applicable to the workplace.	2	6	-	-
<b>PC2.</b> use and maintain personal protective equipment as per protocol.	2	3	-	-
<b>PC3.</b> carry out own activities in line with approved guidelines and procedures	1	3	-	-
<b>PC4.</b> maintain a healthy lifestyle and guard against dependency on intoxicants.	2	3	-	-
<b>PC5.</b> follow environment management system related procedures.	1	4	-	-
<b>PC6.</b> store materials and tools in line with manufacturers and organisational requirements	2	3	-	-
<b>PC7.</b> safely handle and move waste and debris.	1	3	-	-
<b>PC8.</b> minimize health and safety risks to self and others due to own actions	1	4	-	-
<b>PC9.</b> seek clarifications, from supervisors or other authorized personnel in case of perceived risks	1	3	-	-
<b>PC10.</b> monitor the workplace and work processes for potential risks and threats.	1	3	-	-
<b>PC11.</b> carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned	2	3	-	-
<b>PC12.</b> report hazards and potential risks/ threats to supervisors or other authorized personnel	1	4	-	-
<b>PC13.</b> participate in mock drills/ evacuation procedures organized at the workplace	2	3	-	-
<b>PC14.</b> undertake first aid, fire-fighting and emergency response training, if asked to do so	2	4	-	-



## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC15.</b> conduct routine checks on gas cylinders and furnaces for leaks or damage	2	3	-	-
<b>PC16.</b> store gas cylinders upright in a designated, secure area away from heat sources	1	3	-	-
<b>PC17.</b> conduct regular safety training sessions for employees on handling gas and operating furnaces safely	2	3	-	-
<b>PC18.</b> take action based on instructions in the event of fire, emergencies or accidents	2	6	-	-
<b>PC19.</b> follow organisation procedures for evacuation when required	2	6	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9945
<b>NOS Name</b>	Maintaining workplace health and safety
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	
<b>Occupation</b>	Generic Handicrafts and Carpet
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	22/10/2024
<b>Next Review Date</b>	22/10/2027
<b>NSQC Clearance Date</b>	22/10/2024



## Qualification Pack

### HCS/N9935: Maintain Personal Cleanliness

#### 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.** follow work instructions strictly to reduce the amount of pollution at the work place e.g. wet the rock / craft material before working on it
- PC3.** wear protective goggles over eyes and replace them when scratches on it obscure the vision
- PC4.** wear gloves as per the materials used for making handicraft to avoid blisters; scratches and cuts
- 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 the absence of no productivity loss or absenteeism from work due to illness
- PC9.** ensure no long term ill effect on the personal health

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** companys policies on personal health and occupational hazard management
- KU2.** companys hr policies
- KU3.** companys reporting structure
- KU4.** companys emergency evacuation procedure
- KU5.** health risks to the worker at the work place



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- KU6.** healthy work practices
- KU7.** how to perform the duties in a way to minimize pollution at the work place
- KU8.** what personal protective equipments should be worn and how it is cared for
- KU9.** safe disposal methods for waste
- KU10.** how to provide the first aid treatment at 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 equipments
- GS3.** take notes on descriptions and details of various personal health maintenance procedures
- GS4.** communicate with 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>	<b>18</b>	<b>48</b>	-	-
<b>PC1.</b> always cover the mouth and nose with a dust mask while working and keep on changing when it gets blocked with dust	3	8	-	-
<b>PC2.</b> follow work instructions strictly to reduce the amount of pollution at the work place e.g. wet the rock / craft material before working on it	3	8	-	-
<b>PC3.</b> wear protective goggles over eyes and replace them when scratches on it obscure the vision	3	8	-	-
<b>PC4.</b> wear gloves as per the materials used for making handicraft to avoid blisters; scratches and cuts	3	8	-	-
<b>PC5.</b> undergo preventive health checkups at regular intervals	3	8	-	-
<b>PC6.</b> take prompt treatment from the doctor in case of illness	3	8	-	-
<i>Achieve work productivity while maintaining health</i>	<b>12</b>	<b>22</b>	-	-
<b>PC7.</b> follow SOPs for dealing with blisters; scratches; accidental fires or any other type of emergencies at work	4	7	-	-
<b>PC8.</b> ensure the absence of no productivity loss or absenteeism from work due to illness	4	7	-	-
<b>PC9.</b> ensure no long term ill effect on the personal health	4	8	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9935
<b>NOS Name</b>	Maintain Personal Cleanliness
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Handicrafts (Ceramics), Handicrafts (Fashion Jewellery), Handicrafts (Stonecraft), Glassware, Metalware
<b>Occupation</b>	Generic Handicrafts and Carpet
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Clearance Date</b>	18/02/2025



## 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:



## Qualification Pack

- 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.



## Qualification Pack

**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>	<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 Skills for employment	-	-	-	-
<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>	-	-



## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<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	-	-	-	-



### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<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>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Clearance Date</b>	18/02/2025

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.



## Qualification Pack

### Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

### Minimum Passing % at NOS Level: 50

(Please note: A Trainee must score the minimum percentage for each NOS separately as well as on the QP as a whole.)

## Assessment Weightage

### Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
HCS/N2215.Prepare the Raw materials for making the Glass Toy Products	26	74	0	0	100	20
HCS/N2216.Carry out the process of making the Glass Toy Products	23	77	0	0	100	20
HCS/N2409.Carry out the process of making glass toys with advanced techniques	30	70	0	0	100	10
HCS/N9804.Entrepreneurship skills for making the glass toys	36	64	0	0	100	10
HCS/N9908.Working in a Team	29	71	-	-	100	10
HCS/N9945.Maintaining workplace health and safety	30	70	0	0	100	10
HCS/N9935.Maintain Personal Cleanliness	30	70	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>224</b>	<b>526</b>	<b>-</b>	<b>-</b>	<b>750</b>	<b>100</b>



## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training



## Qualification Pack

### Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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

<b>Knowledge and Understanding (KU)</b>	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.
<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.