



Kolhapuri Chappal Maker

QP Code: HCS/Q9002

Version: 2.0

NSQF Level: 3.5

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HCS/Q9002: Kolhapuri Chappal Maker

Brief Job Description

A Kolhapuri Chappal Maker is a skilled artisan who handcrafts traditional leather footwear using age-old techniques, known for durability, intricate designs, and cultural significance. The process involves cutting, stitching, and ornamenting leather entirely by hand.

Personal Attributes

A Kolhapuri Chappal Maker should possess patience, precision, and strong manual dexterity, along with an eye for traditional design and detailing. Commitment to quality craftsmanship and a respect for cultural heritage.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [HCS/N9215: Overview of Kolhapuri Chappal](#)
2. [HCS/N9029: Carry out the process of making Kolhapuri Chappal](#)
3. [HCS/N8512: Entrepreneurship Skills for Kolhapuri Chappal Maker](#)
4. [HCS/N9929: Working in a team](#)
5. [HCS/N9931: Maintain health and safety at workplace](#)
6. [HCS/N9934: Managing Personal Sanitation](#)
7. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Handicrafts and Carpet
Sub-Sector	Handicrafts (Products)
Occupation	Handicrafts
Country	India
NSQF Level	3.5
Credits	14

Aligned to NCO/ISCO/ISIC Code	NCO-2015/3122.3300
Minimum Educational Qualification & Experience	11th grade pass with NA of experience OR 8th grade pass with 1 Year of experience Relevant experience OR 5th grade pass with 2.5 years of experience Relevant experience OR Ability to read and write with 5 Years of experience Relevant experience OR Previous relevant Qualification of NSQF Level (3) with 1.5 years of experience Relevant experience
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	NA
NSQC Approval Date	
Version	2.0

HCS/N9215: Overview of Kolhapuri Chappal

Description

This unit provides an introduction to the traditional craft of Kolhapuri chappal making, focusing on its historical significance, design features, and the materials used.

Scope

The scope covers the following :

- historical significance and origin
- materials used
- design and construction
- durability and comfort
- cultural and regional importance
- economic and social impact
- sustainability and eco-friendliness
- geographical indication (GI) status

Elements and Performance Criteria

Historical Significance and Origin

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

- PC1.** traditional craftsmanship with roots in the town of Kolhapur, Maharashtra
- PC2.** craft dates back to the 12th century and was initially practiced in villages like Kapashi, Mangalvedha and Kolhapur

Materials Used

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

- PC3.** made from tanned leather, primarily from buffalo or cowhide
- PC4.** natural dyes and vegetable tanning techniques are used for eco-friendly production

Design and Construction

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

- PC5.** handmade, with intricate designs and braided leather patterns
- PC6.** minimalist design, with no nails or synthetic materials involved in traditional chappals
- PC7.** variety of styles, including plain, braided, or with motifs, catering to different tastes

Durability and Comfort

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

- PC8.** known for being sturdy and long-lasting due to the use of high-quality leather
- PC9.** use soft leather and natural mold to shape of the wearer's feet and provide a comfortable fit

Cultural and Regional Importance

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

- PC10.** symbol of Maharashtrian tradition and identity
- PC11.** popular footwear choice for both casual and formal occasions

Economic and Social Impact

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

PC12. key source of livelihood for artisans in Kolhapur and surrounding areas

PC13. artisans face challenges due to industrialization, but efforts are underway to preserve the craft

Sustainability and Eco-friendliness

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

PC14. craft from natural leather and mostly using traditional, eco-friendly tanning methods

PC15. known for their biodegradability compared to synthetic footwear

Geographical Indication (GI) Status

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

PC16. awarded GI status to protect the authenticity of the Kolhapuri Chappal and its traditional making process

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. origins and traditional relevance of Kolhapuri chappals in Indian culture

KU2. role of Kolhapuri chappals in local craftsmanship and their evolution over time

KU3. traditional methods passed down through generations of artisans

KU4. types of leather used particularly vegetable-tanned leather

KU5. raw materials used for soles, threads, and embellishments

KU6. importance of eco-friendly and sustainable leather tanning practices

KU7. detailed understanding of the vegetable tanning process used for preparing leather

KU8. knowledge of the chemical-free, natural tanning materials such as oils, water, and plant-based dyes

KU9. process of softening leather for durability and comfort

KU10. overview of the unique hand-stitching techniques employed by artisans

KU11. design elements, including the traditional braided straps and distinct sole patterns

KU12. regional variations in design and embellishments used in different types of Kolhapuri chappals

KU13. importance of precision and hand-eye coordination in ensuring the chappal's durability and comfort

KU14. process of inspecting materials and the final product for defects

KU15. economic significance of the Kolhapuri chappal industry for local communities and its role in supporting rural artisans

KU16. GI tag helps in protecting the authenticity of the product and boosting its market value

Generic Skills (GS)

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

GS1. read and write notes on introduction of kolhapuri chappal

- GS2.** work skillfully with materials, particularly leather, is fundamental in making Kolhapuri chappals
- GS3.** create intricate patterns and designs that are characteristic of Kolhapuri chappals
- GS4.** proficient in using tools like leather cutters, needles, stitching awls, and hammers to shape and assemble the chappals accurately
- GS5.** stay true to traditional designs and techniques while possibly incorporating modern innovations that appeal to contemporary markets
- GS6.** need to ensure precision in measurements, cutting, stitching, and assembling the various components, such as straps and soles
- GS7.** familiar with traditional hand-cutting, stitching techniques, and dyeing processes to maintain the authenticity of the product
- GS8.** effective communication and collaboration with fellow artisans are essential for ensuring workflow

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Historical Significance and Origin</i>	7	-	-	-
PC1. traditional craftsmanship with roots in the town of Kolhapur, Maharashtra	4	-	-	-
PC2. craft dates back to the 12th century and was initially practiced in villages like Kapashi, Mangalvedha and Kolhapur	3	-	-	-
<i>Materials Used</i>	8	-	-	-
PC3. made from tanned leather, primarily from buffalo or cowhide	4	-	-	-
PC4. natural dyes and vegetable tanning techniques are used for eco-friendly production	4	-	-	-
<i>Design and Construction</i>	10	-	-	-
PC5. handmade, with intricate designs and braided leather patterns	4	-	-	-
PC6. minimalist design, with no nails or synthetic materials involved in traditional chappals	3	-	-	-
PC7. variety of styles, including plain, braided, or with motifs, catering to different tastes	3	-	-	-
<i>Durability and Comfort</i>	6	-	-	-
PC8. known for being sturdy and long-lasting due to the use of high-quality leather	3	-	-	-
PC9. use soft leather and natural mold to shape of the wearer's feet and provide a comfortable fit	3	-	-	-
<i>Cultural and Regional Importance</i>	6	-	-	-
PC10. symbol of Maharashtrian tradition and identity	3	-	-	-
PC11. popular footwear choice for both casual and formal occasions	3	-	-	-
<i>Economic and Social Impact</i>	4	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. key source of livelihood for artisans in Kolhapur and surrounding areas	2	-	-	-
PC13. artisans face challenges due to industrialization, but efforts are underway to preserve the craft	2	-	-	-
<i>Sustainability and Eco-friendliness</i>	6	-	-	-
PC14. craft from natural leather and mostly using traditional, eco-friendly tanning methods	3	-	-	-
PC15. known for their biodegradability compared to synthetic footwear	3	-	-	-
<i>Geographical Indication (GI) Status</i>	3	-	-	-
PC16. awarded GI status to protect the authenticity of the Kolhapuri Chappal and its traditional making process	3	-	-	-
NOS Total	50	-	-	-

National Occupational Standards (NOS) Parameters

NOS Code	HCS/N9215
NOS Name	Overview of Kolhapuri Chappal
Sector	Handicrafts and Carpet
Sub-Sector	
Occupation	Handicrafts
NSQF Level	3.5
Credits	2
Version	1.0
Next Review Date	NA

HCS/N9029: Carry out the process of making Kolhapuri Chappal

Description

This OS unit is about preparing raw materials, making kolhapuri chappal, and checking the quality of the prepared kolhapuri chappal.

Scope

The scope covers the following :

- prepare required raw materials for kolhapuri chappal making
- perform chappal making process as per the standard procedures
- check quality of prepared kolhapuri chappal

Elements and Performance Criteria

prepare required raw materials for kolhapuri chappal making

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

- PC1.** collect raw material like sisal leave, nylon thread, shoe cream, leather, seeds tree, lime stone, red colour flower, etc.
- PC2.** place raw materials at the workplace for making chappal
- PC3.** collect tools like hammer, punches, stamps, knife, cutting machine, sewing machine, star pogar, thodapaekapathi, grinder, kargoti stone, kurpa, aari, rubber powder, wooden sponge, cactus, etc. for chappal making
- PC4.** prepare leather
- PC5.** stitich leather into bag shape using sisal fiber
- PC6.** fill the leather bag with solution of babul and hirda and leave the bag for 18 days
- PC7.** dry the bag under direct sun light for 1 to 2 days over the bed of babul and hirda
- PC8.** cut leather into required shape by cleaning it in clean water
- PC9.** clean the leather using soft brush
- PC10.** deliver remaining raw material to the designated storage locations

perform the process of making kolhapuri chappal

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

- PC11.** trim extra edges of leather to shapes
- PC12.** mark the cut piece of leather using stencil of foot shape
- PC13.** hammer the leather using hammer to make it flat and even
- PC14.** stitch the prepared sole of leather using nylon thread and bee wax
- PC15.** cut leather into strip size
- PC16.** hammer the leather strips
- PC17.** attach prepared leather strap on chappal
- PC18.** paste decorative items using adhesive
- PC19.** apply colour solution over prepared chappal as 1st layer
- PC20.** apply mixture of colour and cream over prepared chappal as 2nd layer

PC21. apply polish on prepared chappal as 3rd layer and let it dry in sun for 1 hour

check quality of prepared kolhapuri chappal

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

PC22. inspect the process based on the quality standard parameters to ensure appropriate quality of leather is achieved

PC23. ensure leather is cut into required shape

PC24. ensure stitching of chappal is done properly

PC25. check colouring and polishing is done appropriately

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. organisational structure

KU3. the key product lines of the company

KU4. basic chemical properties of various raw materials used

KU5. appropriate leather prepaing techniques

KU6. appropriate cutting techniques

KU7. process of applying colour and polish to the prepared chappal

KU8. size and shape of the chappal to be prepared

KU9. handle the use of sharp tool and harmful material

KU10. ensuring that there is no mal handling/accidents due to improper handling of the raw materials

KU11. the recommended storage of the final product

KU12. risk and impact of not following defined procedures/work instructions

KU13. the hierarchy for reporting identified problems

KU14. implications of delays in the process

Generic Skills (GS)

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

GS1. write leather preparing, cutting, colouring techniques

GS2. read and interpret symbols and readings

GS3. read about various decoration related information

GS4. read and understand manuals, health and safety instructions, memos, reports and job cards

GS5. interact with employees to work efficiently

GS6. make decisions pertaining to the concerned area of workplace

GS7. communicate the gaps in process, if any to supervisor

GS8. take the right raw materials according to the end product

GS9. detect problems in day to day tasks

- GS10.** maintain the working schedule appropriately in order to achieve the daily targets
- GS11.** interpret the customer preference, demand, etc. and accordingly make job sheet
- GS12.** follow instructions and work on areas of improvement identified

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>prepare required raw materials for kolhapuri chappal making</i>	10	30	-	-
PC1. collect raw material like sisal leave, nylon thread, shoe cream, leather, seeds tree, lime stone, red colour flower, etc.	1	3	-	-
PC2. place raw materials at the workplace for making chappal	1	3	-	-
PC3. collect tools like hammer, punches, stamps, knife, cutting machine, sewing machine, star pogar, thodapaekapathi, grinder, kargoti stone, kurpa, aari, rubber powder, wooden sponge, cactus, etc. for chappal making	1	3	-	-
PC4. prepare leather	1	3	-	-
PC5. stitch leather into bag shape using sisal fiber	1	3	-	-
PC6. fill the leather bag with solution of babul and hirda and leave the bag for 18 days	1	3	-	-
PC7. dry the bag under direct sun light for 1 to 2 days over the bed of babul and hirda	1	3	-	-
PC8. cut leather into required shape by cleaning it in clean water	1	3	-	-
PC9. clean the leather using soft brush	1	3	-	-
PC10. deliver remaining raw material to the designated storage locations	1	3	-	-
<i>perform the process of making kolhapuri chappal</i>	11	33	-	-
PC11. trim extra edges of leather to shapes	1	3	-	-
PC12. mark the cut piece of leather using stencil of foot shape	1	3	-	-
PC13. hammer the leather using hammer to make it flat and even	1	3	-	-
PC14. stitch the prepared sole of leather using nylon thread and bee wax	1	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. cut leather into strip size	1	3	-	-
PC16. hammer the leather strips	1	3	-	-
PC17. attach prepared leather strap on chappal	1	3	-	-
PC18. paste decorative items using adhesive	1	3	-	-
PC19. apply colour solution over prepared chappal as 1st layer	1	3	-	-
PC20. apply mixture of colour and cream over prepared chappal as 2nd layer	1	3	-	-
PC21. apply polish on prepared chappal as 3rd layer and let it dry in sun for 1 hour	1	3	-	-
<i>check quality of prepared kolhapuri chappal</i>	4	12	-	-
PC22. inspect the process based on the quality standard parameters to ensure appropriate quality of leather is achieved	1	3	-	-
PC23. ensure leather is cut into required shape	1	3	-	-
PC24. ensure stitching of chappal is done properly	1	3	-	-
PC25. check colouring and polishing is done appropriately	1	3	-	-
NOS Total	25	75	-	-

National Occupational Standards (NOS) Parameters

NOS Code	HCS/N9029
NOS Name	Carry out the process of making Kolhapuri Chappal
Sector	Handicrafts and Carpet
Sub-Sector	Handicrafts and Carpet
Occupation	Generic
NSQF Level	3.5
Credits	6
Version	1.0
Next Review Date	NA

HCS/N8512: Entrepreneurship Skills for Kolhapuri Chappal Maker

Description

This unit focuses on the essential entrepreneurship skills needed by artisans who specialize in creating Kolhapuri chappals, a traditional form of footwear from India known for its craftsmanship and cultural significance.

Scope

The scope covers the following :

- craftsmanship and material knowledge
- creativity and design skills
- market research and analysis
- branding and marketing strategies
- financial management
- sales techniques and customer service

Elements and Performance Criteria

Craftsmanship and Material Knowledge

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

- PC1.** focus on the traditional techniques use in crafting Kolhapuri chappals
- PC2.** explore the different types of leather and materials, their sources, and their properties
- PC3.** learn about the importance of craftsmanship in establishing product quality
- PC4.** learn about various stitching and embellishment techniques

Creativity and Design Skills

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

- PC5.** design new patterns and color combinations
- PC6.** experiment with different styles to appeal to a broader audience

Market Research and Analysis

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

- PC7.** identify the methods to analyze market trends and consumer behavior
- PC8.** tools for identifying target audiences and understanding their needs
- PC9.** create strategies for gathering feedback to improve product offerings

Branding and Marketing Strategies

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

- PC10.** techniques for creating a compelling brand story that highlights the cultural heritage of Kolhapuri chappals
- PC11.** use marketing channels, including social media, online marketplaces, and local craft fairs
- PC12.** create designing promotional materials that showcase the uniqueness of the products

Financial Management

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

- PC13.** identify the basics of budgeting, pricing strategies, and profit margins

PC14. identify the tools for tracking expenses and revenues

PC15. identify the importance of financial planning for growth and sustainability

Sales Techniques and Customer Service

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

PC16. use effective communication skills for engaging with customers

PC17. create strategies for building a loyal customer base through excellent service

PC18. identify the techniques for upselling and cross-selling related products

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. knowledge of different types of leather (e.g., goat, buffalo) used in making Kolhapuri chappals and their properties, such as durability, flexibility, and comfort

KU2. knowing where to source high-quality leather and other materials like jute, thread, and embellishments to ensure the final product meets quality standards

KU3. familiarity with traditional techniques for crafting Kolhapuri chappals, including cutting, stitching, and finishing

KU4. understand how to create traditional designs and patterns that are characteristic of Kolhapuri chappals, as well as how to innovate while maintaining cultural authenticity

KU5. understand the tools and equipment required for crafting chappals, such as cutting tools, stitching machines, and finishing tools

KU6. identifying and understanding the target market, such as fashion-conscious consumers or those seeking traditional wear, to tailor marketing and product offerings accordingly

KU7. understand the importance of preserving traditional techniques and designs, ensuring the craftsmanship of Kolhapuri chappals is passed down through generations

KU8. understand how to communicate the value of handcrafted Kolhapuri chappals to justify pricing, especially compared to mass-produced alternatives

KU9. knowledge of how to create a brand identity that reflects the uniqueness and quality of Kolhapuri chappals

KU10. understand the various sales techniques, both online and offline, can improve customer engagement and conversion rates

Generic Skills (GS)

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

GS1. ability to design unique and appealing chappals that reflect traditional craftsmanship while incorporating modern trends

GS2. write down the note on method of market research

GS3. develop a strong brand identity that communicates the quality and heritage of Kolhapuri chappals

GS4. create effective marketing strategies to promote products through various channels, such as social media, local markets, and online platforms

GS5. ensure that each pair of chappals meets high-quality standards in terms of durability, comfort, and aesthetics

- GS6.** create a clear business plan that outlines goals, strategies, financial projections, and market positioning to guide the growth of the business

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Craftsmanship and Material Knowledge</i>	7	15	-	-
PC1. focus on the traditional techniques use in crafting Kolhapuri chappals	2	4	-	-
PC2. explore the different types of leather and materials, their sources, and their properties	2	4	-	-
PC3. learn about the importance of craftsmanship in establishing product quality	2	4	-	-
PC4. learn about various stitching and embellishment techniques	1	3	-	-
<i>Creativity and Design Skills</i>	4	8	-	-
PC5. design new patterns and color combinations	2	4	-	-
PC6. experiment with different styles to appeal to a broader audience	2	4	-	-
<i>Market Research and Analysis</i>	4	12	-	-
PC7. identify the methods to analyze market trends and consumer behavior	2	4	-	-
PC8. tools for identifying target audiences and understanding their needs	1	4	-	-
PC9. create strategies for gathering feedback to improve product offerings	1	4	-	-
<i>Branding and Marketing Strategies</i>	6	11	-	-
PC10. techniques for creating a compelling brand story that highlights the cultural heritage of Kolhapuri chappals	2	4	-	-
PC11. use marketing channels, including social media, online marketplaces, and local craft fairs	1	3	-	-
PC12. create designing promotional materials that showcase the uniqueness of the products	3	4	-	-
<i>Financial Management</i>	4	12	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. identify the basics of budgeting, pricing strategies, and profit margins	1	4	-	-
PC14. identify the tools for tracking expenses and revenues	2	4	-	-
PC15. identify the importance of financial planning for growth and sustainability	1	4	-	-
<i>Sales Techniques and Customer Service</i>	5	12	-	-
PC16. use effective communication skills for engaging with customers	2	4	-	-
PC17. create strategies for building a loyal customer base through excellent service	1	4	-	-
PC18. identify the techniques for upselling and cross-selling related products	2	4	-	-
NOS Total	30	70	-	-

National Occupational Standards (NOS) Parameters

NOS Code	HCS/N8512
NOS Name	Entrepreneurship Skills for Kolhapuri Chappal Maker
Sector	Handicrafts and Carpet
Sub-Sector	
Occupation	Entrepreneur, Handicrafts
NSQF Level	3.5
Credits	1
Version	1.0
Next Review Date	NA

HCS/N9929: Working in 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.
- 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.
- 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

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	-	-

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	-	-

National Occupational Standards (NOS) Parameters

NOS Code	HCS/N9929
NOS Name	Working in a team
Sector	Handicrafts and Carpet
Sub-Sector	
Occupation	Generic Handicrafts and Carpet
NSQF Level	3.5
Credits	1
Version	1.0
Last Reviewed Date	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	18/02/2025

HCS/N9931: Maintain health and safety at workplace

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.** take action based on instructions in the event of fire, emergencies or accidents
- PC16.** follow organisation procedures for evacuation when required

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- 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 solutions
- 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

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

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. take action based on instructions in the event of fire, emergencies or accidents	2	6	-	-
PC16. follow organisation procedures for evacuation when required	2	6	-	-
NOS Total	30	70	-	-

National Occupational Standards (NOS) Parameters

NOS Code	HCS/N9931
NOS Name	Maintain health and safety at workplace
Sector	Handicrafts and Carpet
Sub-Sector	
Occupation	Generic Handicrafts and Carpet
NSQF Level	3.5
Credits	1
Version	1.0
Last Reviewed Date	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	18/02/2025

HCS/N9934: Managing Personal Sanitation

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
- 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

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. 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	-	-
PC3. wear protective goggles over eyes and replace them when scratches on it obscure the vision	3	8	-	-
PC4. wear gloves as per the materials used for making handicraft to avoid blisters; scratches and cuts	3	8	-	-
PC5. undergo preventive health checkups at regular intervals	3	8	-	-
PC6. take prompt treatment from the doctor in case of illness	3	8	-	-
<i>Achieve work productivity while maintaining health</i>	12	22	-	-
PC7. follow SOPs for dealing with blisters; scratches; accidental fires or any other type of emergencies at work	4	7	-	-
PC8. ensure the absence of no productivity loss or absenteeism from work due to illness	4	7	-	-
PC9. ensure no long term ill effect on the personal health	4	8	-	-
NOS Total	30	70	-	-

National Occupational Standards (NOS) Parameters

NOS Code	HCS/N9934
NOS Name	Managing Personal Sanitation
Sector	Handicrafts and Carpet
Sub-Sector	Handicrafts (Ceramics), Handicrafts (Fashion Jewellery), Handicrafts (Stonecraft), Glassware, Metalware
Occupation	Generic Handicrafts and Carpet
NSQF Level	3.5
Credits	1
Version	1.0
Last Reviewed Date	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	18/02/2025

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:

- 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.
- 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
- 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

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	-	-

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	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-

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

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	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	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.

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/N9215.Overview of Kolhapuri Chappal	50	-	-	-	50	20
HCS/N9029.Carry out the process of making Kolhapuri Chappal	25	75	-	-	100	20
HCS/N8512.Entrepreneurship Skills for Kolhapuri Chappal Maker	30	70	-	-	100	20
HCS/N9929.Working in a team	35	65	-	-	100	10
HCS/N9931.Maintain health and safety at workplace	30	70	-	-	100	10
HCS/N9934.Managing Personal Sanitation	30	70	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	220	380	-	-	600	100

Acronyms

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

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.
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.