



Model Curriculum

QP Name: Artisan- Paper Mache Products (Divyangjan)

QP Code: PWD/HCS/Q4401

QP Version: 2.0

NSQF Level: 4

Model Curriculum Version: 1.0

Expository: Locomotor Disability (E001)

**Skill Council for Person with Disability || Address: 501-City Centre, 12/5
Dwarka New Delhi – 110075**



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Training Parameters

Sector	Handicrafts and Carpet
Sub-Sector	Paper Mache
Occupation	Paper Craft Making
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	10th Class Pass with 2 years of experience or 10th Class Pass + ITI (1 year after Class 10th) with 1 year Experience or 10th Class Pass + ITI (2 years after Class 10th) or 10th Class Pass and pursuing continuous regular Schooling or 3 Year Diploma (After 10th) or 12th Class Pass with 6 months experience or Previous relevant Qualification of NSQF Level 3 with 2 years of experience *10th class with No experience OJT/internship of 8 months
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	27/01/2022
Next Review Date	27/01/2026
NSQC Approval Date	25/8/2022
QP Version	2.0
Model Curriculum Creation Date	12/12/2021
Model Curriculum Valid Up to Date	27/01/2026
Model Curriculum Version	1.0
Minimum Duration of the Course	540 Hours
Maximum Duration of the Course	630 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Introduction to paper mache industry
- Making of Sakhta (Paper pulp)
- Maintain health, safety and security at workplace
- Coordinate with colleagues and work as a team
- Maintain Work Area and Tools

Compulsory Modules

The table lists the modules, their duration, and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	8:00	00:00	NA	NA	8:00
Module 1 Introduction to Paper Mache Industry in India	8:00	00:00	NA	NA	8:00
HCS/N4401: Making of Sakhta (Paper pulp) NOS Version No. 2.0 NSQF Level 4	16:00	180:00	NA	60:00	256:00
Module 2 Making of Sakhta (Paper pulp)	16:00	180:00	NA	60:00	256:00
HCS/N9913: Maintain Health, Safety, and Security at Workplace NOS Version No. 2.0 NSQF Level 4	15:00	70:00	NA	30:00	115:00
Module 3 Maintain Health, Safety, and Security at Workplace	15:00	70:00	NA	30:00	115:00
HCS/N9901: Coordinate with colleagues and work as a team NOS Version No. 6.0 NSQF Level 4	10:00	60:00	NA	00:00	70:00
Module 4: Coordinate with colleagues and work as a team	10:00	60:00	NA	00:00	70:00
HCS/N9912: Maintain Work Area and Tools NOS Version No. 2.0 NSQF Level 4	10:00	60:00	NA	00:00	70:00
Module 5 : Maintain Work Area and Tools	10:00	60:00	NA	00:00	70:00
Bridge Module Employability & Entrepreneurship Skills	31:00	20:00	NA	00:00	51:00



Module 6 Employability & Entrepreneurship Skills	31:00	20:00	NA	00:00	51:00
Employability Skills (ES)					60
Total Duration	90:00	390:00	NA	90:00	540:00

Module Details

Module Name 1: Introduction to Paper Mache Industry in India

Mapped to Bridge Module

Terminal Outcomes:

- outline the Paper Mache Industry in India
- discuss the types of tools and equipment used in the Paper Mache Industry
- identify the different physical properties of Paper Mache

Duration: <8:00>	Duration: <00:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • list different types of Paper Mache manufactured in India. • recall the states that are the hub for Paper Mache in India • discuss the importance of using tools and equipment based on physical and operational properties of Paper Mache • explain the career opportunities available in the Paper Mache sector 	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One- Handed, Keyboard, Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.	

Module Name 2: Making of Sakhta (Paper pulp)

Mapped to HCS/N4401, V2.0

Terminal Outcomes:

- Preparation of Paper pulp
- Making of Sakhta

<i>Duration: 16:00</i>	<i>Duration: 180:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • explain the importance of putting strips of paper in a suitable container (drum). • describe the importance of adding sufficient water to the drum to soak the paper. • describe the importance of allowing it to soak for 3-4 days. • explain the importance of cooling the atiji so formed. • explain the importance of identification and molding the design as required. • explain the importance of putting the ordinary paper as a separator for the paper mache shape former. the separator is fixed to the mold with the help of atiji. • discuss the importance of keep on putting paper pulp over the separator to develop the object of paper mache as per size. • explain the importance of leaving it to dry for 4-5 days. • allow it to dry till it joins firmly. • general rules and regulations in a paper mache sakhta making. • discuss the importance of safe working practices. • explain the mixing process of ingredients. • discuss the types of product being processed. • discuss the importance of cleanliness of the workplace. • explain the designs techniques motives, themes, etc for product outer shape/size as well as for painting • explain the difference between correctable and non-correctable painting faults. • discuss rectification of faults • discuss acceptable solutions for specific faults identified/detected. 	<ul style="list-style-type: none"> • demonstrate identification and use of suitable ppe like rubber hand gloves as required. • demonstrate the process of removing the soaked paper and transfer it to a stone mortar. • perform pounding the paper with a wooden pestle. • demonstrate the process of putting the pounded material under sun/shade to allow it to dry partially under in an open atmosphere. • perform preparation of separately, rice flour (atiji) with dissolving of the rice flour in water and mixing while heating. • demonstrate the mixing of this atiji with a partially dried semi-solid pounded paste of paper. it turns into a natural adhesive called paper pulp. • perform the cutting process of the dried object with a sharp knife or suitable cutter to separate the object where • perform the joining of the separated object with fevicol or suitable glue available in the market. • demonstrate the color mixing techniques and color themes for painting
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White -Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Loom, weaving tools, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One- Handed, Keyboard, Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.	

Module Name 3: Maintain Health, Safety and Security at Workplace

Mapped to HCS/N9913, V2.0

Terminal Outcomes:

- comply with health, safety and security requirements at work

<i>Duration: 15:00</i>	<i>Duration: 70:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> explain health and safety-related instructions applicable to the workplace discuss the importance of maintaining a healthy lifestyle explain environment management system related procedures discuss organization’s evacuation procedures explain health, safety-related practices, and safe handling procedures of equipment and machine operations discuss emergency exits, escape routes, emergency equipment and assembly points explain reporting and documentation protocol discuss ill-effects of alcohol, tobacco and drugs 	<ul style="list-style-type: none"> demonstrate how to use personal protective equipment show how to handle and move waste and debris participate in mock drills/evacuation procedures organized at the workplace demonstrate actions to be taken in case of fire or any emergency situation
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
PPE, Fire Extinguisher, First- Aid Kit Protective gears like goggles, mask, gloves, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One- Handed, Keyboard, Pencil Gripper Automatic Page, Turner, Grab Bars, Speech to Text software.	

Module Name 4: Coordinate with colleagues and work as a team

Mapped to HCS/N9901, V6.0

Terminal Outcomes:

- demonstrate how to interact with a supervisor
- work as a team by coordinating with colleagues within and outside the department and include inputs on PwD & Gender Sensitisation
- explain reporting and documentation processes

<i>Duration: 10:00</i>	<i>Duration: 60:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • explain the importance of complying with health, safety, gender, and PwD related instructions applicable to the workplace • discuss work output requirements, targets, performance indicators, and incentives • explain the importance of explaining delivering quality work on time and reporting any grievances, production defects any potential hazards. • discuss the importance of training sensitization programs for gender, and PwD awareness organized at the workplace • discuss repair schedule, and clarify doubts on design, usage of materials and tools, quality and standards, compliance, etc. • explain ways to communicate politely and in a disciplined behavior • explain gender equality and how to accommodate employees with disabilities • discuss company’s policies on preferred language, incentives, quality standards, personnel management, reporting and escalation matrix policy. 	<ul style="list-style-type: none"> • demonstrate mock drills/evacuation procedures • show how to do documentation
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Basic Stationary, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed, Keyboard, Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.	

Module Name 5: Maintain Work Area and Tools

Mapped to HCS/N9912, V2.0

Terminal Outcomes:

- maintain the work area and tools

<i>Duration: 10:00</i>	<i>Duration: 60:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> discuss the importance of carrying out work functions following organizational standards, greening solutions, procedures, policies, legislation, and regulations. explain sustainable consumption practices discuss the importance of adapting environment-friendly processes list ways to handle tools and material safely discuss the importance of working in a comfortable position and correct posture explain the importance of disposing off the waste in the designated location list and explain ways to achieve effective and green workplace discuss safe working practices and organizational procedures discuss production process and specific work activities that relate to the whole process discuss organization's rules, codes, guidelines, and quality standards explain effects of contamination on products list common faults that may occur during production and their methods of rectification 	<ul style="list-style-type: none"> demonstrate how to maintain a clean and hazard-free working area demonstrate different ways of minimizing waste
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Tools, materials and basic stationary, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One- Handed, Keyboard, Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.	



Mandatory Duration: <00:00>	Recommended Duration: <00:00>
Module Name: On-the-Job Training	90:00
Location: On Site	
Terminal Outcomes	
After successful completion of OJT candidate will become well trained in Sakhta making.	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Basic Literacy and Numeracy	Procurement	6 months	Procurement	6 months	Procurement	NA

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: "Paper Mache Products Artisan" mapped to QP: "HCS/Q4401	Certified for Job Role: "Trainer " mapped to QP: "MEP/Q2601; V:1.0	The Inclusive Trainer should be certified in Disability Specific Top Up Training PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization <Specify the areas of specialization that are desirable.>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Basic Literacy and Numeracy	Procurement	6 months	Procurement	6 months	Procurement	NA

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: "Paper Mache Products Artisan" mapped to QP: "HCS/Q4401	Certified for Job Role: "Assessor" mapped to QP: "MEP/Q2701; V:1.0	The Inclusive Assessor should be certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC.
2. Each NOS will be assessed both for theoretical knowledge and practical
3. The assessment will be based on knowledge bank of questions created by the SSC.
4. Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

Guidelines for Trainers

Persons with Locomotor Disability

Characteristics

Students with physical disabilities may experience limitations in one of the following ways:

- Writing;
- Sitting at a standard desk or on the floor;
- Participating in activities where tables and instruments are difficult to access;
- Movements within the class and within the school;
- Mobility in spaces that are not user friendly for wheelchair.

Guidelines for Trainers

1. Provide a supportive and welcoming environment by sensitizing other students /staff for creating a sense of responsibility in them.
2. Make the classroom accessible.
3. Sitting plan should include accommodating a Person using Wheelchair in the front row.
4. Provide accessible seating arrangement. The height of the table should be accessible for Persons using wheelchair.
5. Make writers available for written work and for tests and exams if the candidate has difficulty in writing owing to upper limb dysfunction.
6. Give additional time for completing assignments/exams.
7. Consider alternative to activities involving writing, drawing and other fine motor activities, such as sorting, threading, solving puzzles, etc. for persons whose upper limbs are affected.
8. Free movement of learners within the class must be ensured by keeping the classroom environment clutter free. There should be accessible walking space for safe walking with no protruding objects or obstacles in the classroom/laboratory or corridors.
9. Students can use adapted brushes, modified pencils and thick markers that can be gripped easily, for drawing. Alternatively, the candidates can use stamping methods or paste cut outs. The books, papers, brushes etc. can be fixed on the table with the help of tape etc. so that they do not slip down.
10. For assessment, have students present the material orally or if required, with the help of a scribe. Use objective type, multiple type questions using yes/no or true/false answers.

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards