



Model Curriculum

QP Name: Agarbatti Maker (Divyangjan)

QP Code: PWD/HCS/Q7901

QP Version: 4.0

NSQF Level: 3

Model Curriculum Version: 1.0

Expository: Visual Impairment/Blindness (E002)

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

Table of Contents

Training Parameters	3
Program Overview	4
Training Outcomes.....	4
Compulsory Modules.....	4
Module Details.....	5
Module Name 1: Use smart phone.....	8
Module Name 2: Learn Basic English.....	9
Module Name 3: Leran basic braille	10
Module Name 4: Orientation & Mobility.....	11
Module Name 5: Introduction to Handicrafts (Agarbatti) Industry in India	12
Module Name 6: Carry out processing of raw materials.....	13
Module Name 7: Carry out rolling of agarbatti & post rolling operation.....	15
Module Name 8: Contribute to achieve quality in hand rolled agarbatti making.....	17
Module Name 9: Carry out sorting, counting, and weighing of perfumed agarbatti	18
Module Name 10: Carry out packaging of perfumed agarbattis.....	20
Module Name 11: Contribute to achieve quality in packaging of perfumed agarbattis	22
Module Name 12: Working in a Team	23
Module Name 13: Maintain Work Area and Tools	24
Module Name 14: Maintain health, safety, and security at workplace	25
Module Name 15: DGT/VSQ/N0102: Employability Skills (60 Hours)	26
Annexure	27
Trainer Requirements.....	28
Assessor Requirements	29
Assessment Strategy.....	29
Guidelines for Trainers	30
Glossary	31
Acronyms and Abbreviations.....	31

Training Parameters

Sector	Handicrafts and Carpet
Sub-Sector	Handicraft (Products)
Occupation	Agarbatti Making and Finishing
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/8131.8800
Minimum Educational Qualification and Experience	<p>10th Grade pass OR Grade 9 with one year of experience OR Grade 8 with two year of (NTC/ NAC) after 8 th OR 8th grade pass with 2 year relevant Experience OR Grade 8 pass and pursuing continuous schooling in regular school with vocational subject OR 5th grade pass with 5 year relevant Experience OR Previous relevant Qualification of NSQF Level 2 with 3 year relevant Experience</p> <p>8th Grade pass with no experience /In addition to Notional hours OJT/internship of 8 months</p> <p>5th grade pass with no experience / In addition to Notional hours OJT/internship of 20 months Previous relevant Qualification of NSQF Level 2 with no experience- additional OJT of 12 months</p>
Pre-Requisite License or Training	NA
Minimum Job Entry Age	16 Years
Last Reviewed On	27/01/2022
Next Review Date	27/01/2027
NSQC Approval Date	3/5/2023
QP Version	4.0
Model Curriculum Creation Date	27/01/2022
Model Curriculum Valid Up to Date	27/01/2027

Model Curriculum Version	1.0
Minimum Duration of the Course	690 Hrs
Maximum Duration of the Course	780 Hrs

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 handicrafts (agarbatti) industry in india
- ☐ carry out processing of raw materials
- ☐ carry out rolling of agarbatti & post rolling operation
- ☐ contribute to achieve quality in hand rolled agarbatti making
- ☐ carry out sorting, counting and weighing of perfumed agarbatti
- ☐ carry out packaging of perfumed agarbattis
- ☐ contribute to achieve quality in packaging of perfumed agarbattis
- ☐ working in a team
- ☐ maintain work area and tools
- ☐ maintain health, safety and security at workplace
- ☐ discuss employability skills

Compulsory Modules

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

NOS and ModuleDetails	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module (PwD)	30:00	90:00	00:00	00:00	120:00
Module 1: Use Smart Phone (Bridge module-PwD)	03:00	21:00	NA	NA	24:00
Module 2: Learn Basic English (Bridge module-PwD)	21:00	24:00	NA	NA	45:00
Module 3: Learn basic Braille (Bridge module-PwD)	03:00	18:00	NA	NA	21:00
Module 4: Orientation & Mobility	03:00	27:00	NA	NA	30:00
HCS/N7901: Carry out processing of raw materials NOS Version No.3.0 NSQF Level 3	30:00	120:00	NA	00:00	150:00

Module 5 Introduction to Handicrafts (Agarbatti) Industry in India	15:00	00:00	NA	NA	15:00
Module 6: Carry out processing of raw materials	15:00	120:00	NA	00:00	135:00
HCS/N7902: Carry out rolling of agarbatti & post rolling operation NOS Version No.3.0 NSQF Level 3	30:00	45:00 +15:00	NA	00:00	90:00
Module 7: Carryout rolling of agarbatti & post rolling operation	30:00	45:00 +15:00	NA	00:00	90:00
HCS/N7903: Contribute to achieve quality in hand rolled agarbatti making NOS Version No.3.0 NSQF Level 3	30:00	45:00 +15:00	NA	00:00	90:00
Module 8: Contribute to achieve quality in hand rolled agarbatti making	30:00	45:00 +15:00	NA	00:00	90:00
HCS/N8004: Carry out sorting, counting and weighing of perfumed agarbatti NOS Version No.3.0 NSQF Level 3	10:00	15:00 +5:00	NA	10:00	30:00
Module 9: Carryout sorting, counting, and weighing of perfumed agarbatti	10:00	15:00 +5:00	NA	10:00	30:00
HCS/N8005: Carry out packaging of perfumed agarbattis NOS Version No.3.0 NSQF Level 3	10:00	15:00 +5:00	NA	10:00	30:00
Module 10: Carryout packaging of perfumed agarbattis	10:00	15:00 +5:00	NA	10:00	30:00
HCS/N8006: Contribute to achieve quality in packaging of perfumed agarbattis NOS Version No.3.0	10:00	15:00 +5:00	NA	10:00	30:00

NSQF Level 3					
Module 11: Contributeto achieve quality in packaging of perfumed agarbattis	10:00	15:00 +5:00	NA	10:00	30:00
HCS/N9908: Working in aTeam NOS Version No.2.0 NSQF Level 3	10:00	15:00 +5:00	NA	10:00	30:00
Module 12: Working in a Team	10:00	15:00 +5:00	NA	10:00	30:00
HCS/N9912: Maintain Work Area and Tools NOS VersionNo.2.0 NSQF Level 3	10:00	15:00 +5:00	NA	10:00	30:00
Module 13: Maintain Work Area and Tools	10:00	15:00 +5:00	NA	10:00	30:00
HCS/N9913: Maintain health,safetyand security at workplace NOS Version No.3.0 NSQF Level 3	10:00	15:00 +5:00	NA	10:00	30:00
Module 14: Maintain health,safety, and security at workplace	10:00	15:00 +5:00	NA	10:00	30:00
DGT/VSQ/N0102: EmployabilitySkills NOS Version No.1.0 NSQF Level 4	60:0 0	00:0 0	NA	00:00	60:00
Module 15 Employability Skills	60:0 0	00:0 0	NA	00:00	60:00
Introduction to Employability Skills	1.5	0:00	0:00	0:00	1.5
Constitutional values Citizenship	1.5	0:00	0:00	0:00	1.5
Becoming a Professional in the 21st Century	2.5	0:00	0:00	0:00	2.5
Basic English Skills	10	0:00	0:00	0:00	10
Career Development &Goal Setting	2	0:00	0:00	0:00	2

Communication Skills	5	0:00	0:00	0:00	5
Diversity & Inclusion	2.5	0:00	0:00	0:00	2.5
Financial and Legal Literacy	5	0:00	0:00	0:00	5
Essential Digital Skills	10	0:00	0:00	0:00	10
Entrepreneurship	7	0:00	0:00	0:00	7
Customer Service	5	0:00	0:00	0:00	5
Getting Ready for Apprenticeship & Jobs	8	0:00	0:00	0:00	8
Total Duration	240:00	450:00	NA	90:00	690:00

Module Details

Module 1: Use of Smartphone

Mapped to: Bridge Module

Terminal Outcomes:

- Demonstrate the use of a smartphone to make calls, message, read books & documents, write emails, and web browsing.

Duration: 03:00	Duration: 21:00
Theory: Key Learning Outcomes	Practical: Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the benefits of a smartphone for Persons with Visual Impairment. • Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g., GPS, Social media Applications and Cab Booking Applications). • Discuss the barriers in accessing some Software Applications (like Gaming Application). 	<ul style="list-style-type: none"> • Demonstrate how to use the different functions of the screen such as power on/off, accessing the main menu, home button, volume rocker, power buttons, memory slot and sim tray. • Demonstrate basic operations on the screen by using, “explore by touch”. • Use Talk back, speech, and volume settings. • Use a mobile phone for making calls and for sending and receiving messages. • Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts. • Use basic applications like Google Play Store and calculator. • Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library. • Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones. • Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps. • Demonstrate how to download apps on a smartphone.
Classroom Aids	
One smart phone with talkback per trainee	
Tools, Equipment and other requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 2: Learn Basic English

Mapped to: Bridge Module

Terminal Outcomes:

- Apply knowledge of Basic English to interpret information received and respond accordingly.
- Recognize familiar words and basic phrases concerning self, family members, and immediate workplace.
- Read and write simple sentences in English about self, activities planned, and events of the day.

Duration: 21:00	Duration: 24:00
<p>Theory: Key Learning Outcomes</p> <ul style="list-style-type: none"> • Identify and write Alphabet and Letters. • Identify various vowel and consonant sounds in various words. • Recognize words and phrases related to formal and informal greetings. • Recognize simple personal information about self and others (e.g., name, age, place of residence etc.). • Recognize very simple words related to home, neighborhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes, food, and drinks. • Recognize simple pronouns (he/she/we/they). • Comprehend basic hobby related verbs (like playing, singing, dancing). • Recognize common verbs related to movement of transport (e.g., buses run, boats sail). • Recognize words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry). • Recognize familiar English words and phrases used in the workplace for example instructions related to direction, safety, date and time etc. (vocabulary: stop, close the door). • Differentiate between Spoken and Written English. 	<p>Practical: Key Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate the correct way to pronounce words with the right stress. • Read and write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status). • Use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever and pain). • Read and write simple sentences using names of everyday objects, places, directions. (e.g., I live in Delhi.). • Read and write words related to professions. (Like vacancy, sale, associate, manager, supervisor, file etc.). • Read and write words and short phrases to describe travel, holidays, and vacations. • Read and frame written answers to simple questions related to self, food preferences, feelings etc. • Identify and read health, safety, and security signage (images/graphics) in English; at work and public places or on gadgets and appliances. • Read and write basic familiar words and phrases to identify areas of work, responsibilities, and working relationships. • Read and write simple sentences describing activities planned for the next day/week/month. • Pronounce words related to professions correctly. • Ask and answer questions related to their job correctly. • Discuss activities planned for the next day/week/month at the workplace. • Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).
<p>Classroom Aids</p> <p>Laptop, Computer, OCR Scanner, Screen readers, Digital/Handheld Magnifiers</p>	
<p>Tools, Equipment and other requirements</p> <p>Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)</p>	

Module 3: Learn Basic Braille Mapped to: Bridge Module

Terminal Outcomes:

- Read and write basic Braille.

Duration: 03:00	Duration: 18:00
Theory: Key Learning Outcomes	Practical: Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the history and significance of the invention of Braille. • Describe the concept of Dots and Cells in Braille. • Distinguish between Old and modern Braille slates. 	<ul style="list-style-type: none"> • Read and write text in Braille by using appropriate hand movements. • Recognize Braille characters, words, sentences, paragraphs, and placement of text. • Demonstrate use of Braille equipment (such as Positioning Braille slate, inserting paper in the slate, use of stylus). • Demonstrate correct sitting posture while using Braille devices. • Demonstrate how to use technology to replace manual Braille typing (such as using Orbit 20).
Classroom Aids	
Braille books. Braille Cubes. Braille Slate and Stylus; Braille Sheets; Braille Typewriter.	
Tools, Equipment and other requirements	
<ul style="list-style-type: none"> • Audio Films on Braille teaching with visual portions described and demonstrated by the trainer on one-to-one basis. • Sheets containing words/ sentences/ paragraphs in local language in open (uncontracted) Braille. • Books in interline and inter point local language in open (uncontracted) Braille. • Computer. • Low-cost Braille note taker. • Stylus and interline and interpoint Braille slate. • Braille writing paper. • Braille Note taker such as Orbit 20. 	

Module 4: Orientation & Mobility Mapped to: Bridge Module

Terminal Outcomes:

- Learn orientation & mobility skills.

Duration: 03:00	Duration: 27:00
Theory: Key Learning Outcomes	Practical: Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the importance of White cane in facilitating mobility for the Persons with Blindness. • Describe the significance of sound in noticing landmarks, road surface, and barriers using White Cane. • Discuss the basic principles of road safety and seeking help 	<ul style="list-style-type: none"> • Demonstrate the basic steps to be followed for using Sighted Guide Technique. • Demonstrate walking through a narrow space and doorways, sitting on a chair. • Demonstrate the methods for using staircase, escalators, and lifts • Demonstrate techniques to move around in familiar settings and areas (such as hand trailing, locating dropped articles). • Illustrate how to use a combination of upper and lower body protective techniques for maximum protection (such as when crossing the door). • Select and demonstrate basic cane techniques. • Demonstrate application of basic cane techniques such as grips, hand position, wrist movement, arc of the cane, step coordination, and rhythm. • Identify major landmarks en-route to the destination • Demonstrate application of Cane Travel; Techniques such as shoreline, touch technique, touch and drag technique, and diagonal cane technique • Demonstrate appropriate use of Long Cane, Smart Cane, and GPS. • Demonstrate the appropriate use of mobility techniques or travel independently to places such as the market, office, post office or other places, using public transport such as buses and the metro. • Demonstrate effective use of mobility techniques in traffic and crowded areas
Classroom Aids	
Braille books. Braille Cubes. Braille Slate and Stylus; Braille Sheets; Braille Typewriter.	
Tools, Equipment and other requirements	
Smart Canes, White Canes, Smart phones	

Module Name 5: Introduction to Handicrafts (Agarbatti) Industry in India

Mapped to Bridge Module

Terminal Outcomes:

- ☐ outline the Handicrafts (Agarbatti) industry in India
- ☐ discuss the types of tools and equipment used in the Handicrafts (Agarbatti) industry
- ☐ identify the different physical properties of Handicrafts (Agarbatti)

Duration: <15:00>	Duration: <00:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • list different types of Handicrafts (Agarbatti) manufactured in India. • recall the states that are the hub for Handicrafts (Agarbatti) in India • discuss the importance of using tools and equipment based on physical and operational properties of Handicrafts (Agarbatti) • explain the career opportunities available in the Handicrafts (Agarbatti) sector 	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module Name 6: Carry out processing of raw materials

Mapped to HCS/N7901, V3.0

Terminal Outcomes:

- ☐ preparing bamboo sticks for rolling
- ☐ preparing agarbatti masala dough

<i>Duration: 15:00</i>	<i>Duration: 120:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • explain the importance of identifying different ingredients for agarbatti masala. • describe how to calculate the approximate ratio in which the ingredients are to be mixed. • discuss carry out operations at a rate that maintains workflow. • explain how to respond appropriately in case of any major faults in the bamboo stick and other ingredients. • explain the minimize and dispose of the waste materials in the approved manner. • explain the importance of leaving the work area safe and secure when work is complete. • explain your organization’s policies, procedures, guidelines, and standards for quality. • explain safe working practices and organizational procedures. • discuss quality systems and other processes practiced in the organization. • describe types of problems with quality and how to report them to appropriate people. • explain reporting procedure in case of faults in own/ other processes. • describe whom to refer problems to when they are outside the limit of your authority. • explain your organization’s tools, templates, and processes for related operations in production. • describe different types of ingredients for agarbatti masala. • explain the function of different ingredients in agarbatti masala. 	<ul style="list-style-type: none"> • demonstrate taking out the bamboo stick bundle of the required length from the stock. • show how to sort out & segregate the unusable bamboo stick from the bundle of sticks to reduce wastage of materials & enhance productivity. • demonstrate marking the required tip length for coloring as per instruction (if required). • demonstrate how to prepare the color solution. • perform dipping the sorted stick bundle in color solution covering the required tip length. • show how to dry the sorted and colored bamboo stick and store it appropriately. • demonstrate checking the ingredients and removing any unwanted materials. • perform taking out and mixing different ingredients uniformly. • perform adding an appropriate amount of liquid (water or oil) to justify the optimum level of viscosity of the masala dough. • demonstrate mixing the liquid with ingredients thoroughly by hand to prepare the dough. • perform checking and justifying that the masala dough is uniformly mixed with the right level of viscosity. • perform proper storage/ covering of the masala dough to avoid drying. • demonstrate taking safety precautions while mixing the masala ingredients.

- describe the different grades of bamboo stick used for agarbatti rolling.
- explain the recipe for making the agarbatti masala dough.
- describe the proportions of the ingredients to make the required amount of dough.
- explain the need for proper storage of prepared agarbatti masala dough.

Classroom Aids:

Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster

Tools, Equipment and Other Requirements

Bamboo stick bundle, marking tool, raw material to prepare the color solution, liquid (water or oil), etc. Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)

Module Name 7: Carry out rolling of agarbatti & post rolling operation

Mapped to HCS/N7902, V3.0

Terminal Outcomes:

- ☐ preparation of rolling desk & other arrangements
- ☐ rolling operation
- ☐ post rolling operation

<i>Duration: 30:00</i>	<i>Duration: 60:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • explain the importance of identifying the appropriate rolling desk suitable for hand rolling. • describe how to adjust your sitting posture for comfortable & fast activity. • describe how to judge the requirement of dry masala powder for outer coating. • explain the benefits of leaving the work area safe and secure when work is complete. • explain the organization's policies and procedures. • explain the responsibilities under health, safety, and environmental legislation. • describe the guidelines for storage and disposal of waste materials. • discuss the potential hazards associated with the machines and the safety precautions that must be taken. • explain the protocol to obtain more information on work-related tasks. • describe the details of the contact person in case of queries on procedure or products and for resolving issues related to defective machines, tools, and/or equipment. • describe the details of the job role and responsibilities. • discuss the importance of the work target and review mechanism with your supervisor. • explain the protocol and format for reporting work-related risks/ problems. • discuss the method of obtaining/ giving feedback related to performance. • explain the importance of teamwork and harmonious working relationships. • describe the process for offering/ obtaining work-related assistance. • discuss the need for regular maintenance of the rolling desk. 	<ul style="list-style-type: none"> • demonstrate how to check and ensure that the rolling surface of the desk does not have any permanent rugged impression. • demonstrate the importance of ensuring that the rolling desk sits on the ground appropriately without any movement. • perform how to clean the rolling desk surface from strains of dried masala that may remain from the previous rolling batch. • perform taking out the appropriate amount of masala dough from the lot as per your requirement. • demonstrate how to decide the optimum tip length using your finger. • perform spreading a coat of dry masala powder on your palm to avoid stickiness. • show how to correctly hold the bamboo stick for enhanced productivity. • show how to roll the masala over the stick starting from one end (leaving the tip length) to the other end of the stick. • perform coating a layer of dry masala over the rolled stick. • show how to keep the rolled agarbatti on a dust-free tray/surface. • demonstrate carrying out drying of rolled batti uniformly ensuring minimum moisture content. • demonstrate checking for any defective rolled batti and remove the same from the lot. • perform how to weigh the dried rolled batti and make bundles of unit weight (say 1 or half kg). • perform how to roll each bundle separately in paper to refrain rolled batti to catch moisture. • perform how to store the rolled batti lot in a dry area avoiding direct contact with the ground. • perform how to clean the rolling desk from any stains of masala that may create difficulty for the next rolling batch.

- explain the standard rolled batti parameters.
- discuss different types of defects/quality errors/issues in rolled agarbatti.
- explain the common hazards in the work area and workplace procedures for dealing with them.

- demonstrate disposing of the waste materials in the approved manner.
- demonstrate taking safety precautions while rolling.
- demonstrate how to carry out operations at a rate that maintains workflow.

Classroom Aids:

Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster

Tools, Equipment and Other Requirements

Bamboo stick, dry masala, masala dough, etc., Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY(Digital Accessible Information System)

Module Name 8: Contribute to achieve quality in hand rolled agarbatti making

Mapped to HCS/N7903, V3.0

Terminal Outcomes:

- ☑ contribute to achieving the product quality in hand-rolled agarbatti making and related operations

<i>Duration: 30:00</i>	<i>Duration: 60:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> describe the importance of ensuring standard stick length is 8-9 inches or as per the specification. describe the importance of ensuring the tip length is 45-55mm for 8 inches and 50-60mm for 9 inches or as per the specification. describe the importance of ensuring the burning time is 25-29min for 8 inches and 30-35min for 9 inches or as per the specification. explain the benefits of safe working practices and organizational procedures. describe the organization's procedures and guidelines. explain the quality systems and machine embroidery processes practiced in the organization. describe the equipment operating procedures/manufacturers instructions. explain the types of problems with quality and how to report them to appropriate people. describe the methods to present any ideas for improvement to the supervisor. explain the importance of complying with written instructions. discuss the limits of personal responsibility. describe the reporting procedure in case of faults in your own/ other processes. explain the different types of faults that are likely to be found. describe the consequences of using incorrect tools. describe the consequences of incorrect handling of tools. describe the types of faults which may occur, how they are identified and methods to deal with them. describe different types of defects. explain the importance of segregating rejects. explain appropriate inspection methods that can be used. describe the different quality parameters in the industry. describe his/her responsibilities at work. 	<ul style="list-style-type: none"> demonstrate how to identify and use raw materials as per the specifications provided. show how to take the necessary action when materials do not conform to quality standards. demonstrate how to report and replace identified faulty materials and parts which do not meet specifications. demonstrate how to identify modifiable defects and rework them. perform how to carry out work safely and at a rate that maintains workflow. show how to report to the responsible person when the workflow of other production areas disrupts work. demonstrate how to carry out quality checks at specified intervals according to instructions. demonstrate how to apply the allowed tolerances. demonstrate how to identify faults and take appropriate action for rectification.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
Bamboo stick, dry masala, masala dough, etc., Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates, Brailier typewriter, Stylus	

Module Name 9: Carry out sorting, counting and weighing of perfumed agarbatti

Mapped to HCS/N8004, V3.0

Terminal Outcomes:

- ☐ contribute to achieving the product quality in Bamboo work

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • explain the benefits of leaving the work area safe and secure when work is complete. • describe the organization's policies, procedures, guidelines, and standards for quality. • discuss safe working practices and organizational procedures. • explain the quality systems and other processes practiced in the organization. • describe different types of problems with quality and how to report them to appropriate people. • explain the reporting procedure in case of faults in own/ other processes. • describe whom to refer problems to when they are outside the limit of your authority. • explain the organization's tools, templates, and processes for related operations in production. • discuss how the unit amount of agarbatti is decided (weight or count). • explain different types of agarbattis. • describe standard quality parameters for agarbattis. • explain different grades of agarbatti quality. • discuss points for rejection. • explain the need for testing burning consistency. • explain the need for testing burning time. 	<ul style="list-style-type: none"> • show how to identify the right batch of scented agarbatti based on specifications like perfume, length of sticks, rolling process (hand-rolled, machine rolled, etc.) • demonstrate how to check if the perfume has spread over the full length & surface of rolled masala • perform how to separate the appropriately scented agarbattis from partially scented agarbattis • carry out a burning test of the lot to confirm burning consistency & burning time • role-play of immediately reporting to the supervisor in case of inconsistency in burning or out of range burning time • perform how to take appropriate action in case of burning inconsistency or out of range burning time as per instruction of the supervisor • demonstrate how to dispose of the non-conforming products in an appropriate manner • demonstrate how to carry out work at a rate that maintains workflow • demonstrate how to understand the instruction for deciding unit amount (either weight or no. of sticks). • show how to use a counting machine or manually count the required number of sticks per unit packet. • show how to use a weighing machine for the required weight of sticks per unit packet. • show how to use a separator block to keep each unit of counted/ weighed agarbattis. • demonstrate how to carefully handle the agarbattis ensuring minimum damage of rolled surface. • perform how to take safety precautions while handling the scented agarbattis.

- role-play of responding appropriately incase of any major faults in the agarbatti stick and other ingredients.
- demonstrate how to minimize and dispose of the waste materials in the approved manner.

Classroom Aids:

Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster

Tools, Equipment, and Other Requirements

Bamboo stick, dry masala, masala dough, etc., Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY(Digital Accessible Information System), Braille slates, Brallier typewriter, Stylus

Module Name 10: Carry out packaging of perfumed agarbattis

Mapped to HCS/N8005, V3.0

Terminal Outcomes:

- ☐ filling in inner pouch
- ☐ filling in outer packet & sealing

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • explain the importance of safe working practices and organizational procedures. • describe the organization's procedures and guidelines. • explain about quality systems. • explain the equipment operating procedures/manufacturers instructions. • describe different types of problems with quality and how to report them to appropriate people. • explain the methods to present any ideas for improvement to the supervisor. • explain the importance of complying with written instructions. • discuss the limits of personal responsibility. • explain the reporting procedure in case of faults in own/ other processes. • describe different quality standards for agarbattis. • discuss the consequences of using incorrect packaging. • discuss consequences of incorrect handling of tools. • explain types of faults that may occur, how they are identified and methods to deal with them. • explain types of sealing and how to maintain quality while sealing. • discuss the importance of segregating rejects. • describe the appropriate inspection methods that can be used. • discuss own responsibilities at work. 	<ul style="list-style-type: none"> • show how to identify the correct lot of sorted & counted/ weighed agarbattis • show how to identify the composition of unit packets/ pouches comprising of the inner pouch and outer packet as per packaging instructions • show how to identify the correct pouches/ packets as per the instruction • demonstrate how to correctly handle the agarbattis while filling • carry out filling the agarbattis manually in pouches/ inner pouches • perform how to ensure minimum damage/ breakage of the agarbattis while filling manually • carry out sealing of pouches/ inner pouches using a sealing machine or heating arrangement • show how to identify & ensure the appropriate combination of different scented agarbatti inner pouches for filling in the outer packet as per instructions • carry out filling of inner pouches in outer packet manually • demonstrate how to appropriately seal outer packet openings using sellotape or other sealing methods as per requirement • show how to use the appropriate inner pouches, outer packets, sellotape etc. as per the instruction of the supervisor • show how to identify the level of bulk packaging, say dozen packaging, CFC packaging etc. • perform how to use the appropriate packaging materials based on the size of unit packets, brand, etc. • carry out filling of unit packets/ pouches in intermediary bulk packets such as dozen packets & sealing. • carry out filling of intermediary bulk packets (such as dozen packets) in bulk packets, such as corrugated flexible cartons & sealing.

- carry out printing of batch details etc. on the bulk packet.
- demonstrate how to appropriately store bulk packets sequentially in dry & dust-free areas.
- show how to take safety precautions while handling the scented agarbattis.
- role-play of responding appropriately in case of any major faults in the agarbatti stick and packaging materials.
- demonstrate how to minimize and dispose of the waste materials in the approved manner.
- show how to leave the work area safe and secure when work is complete.
- carry out the work at a rate that maintains workflow.

Classroom Aids:

Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster

Tools, Equipment and Other Requirements

Bamboo stick, dry masala, masala dough, etc., Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY(Digital Accessible Information System), Braille slates, Brallier typewriter, Stylus

Module Name 11: Contribute to achieve quality in packaging of perfumed agarbattis

Mapped to HCS/N8006, V3.0

Terminal Outcomes:

- ☐ contribute to achieving quality in the packaging of finished agarbattis

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • discuss safe working practices and organizational procedures. • describe the organization's procedures and guidelines. • explain about quality systems. • explain the equipment operating procedures/manufacturers instructions. • describe types of problems with quality and how to report them to appropriate people. • explain the methods to present any ideas for improvement to the supervisor. • describe the importance of complying with written instructions. • discuss the limits of personal responsibility. • describe the reporting procedure in case of faults in own/ other processes. • explain different quality standards for agarbattis. • explain the consequences of using incorrect packaging. • explain the consequences of incorrect handling of tools. • describe types of faults that may occur, how they are identified and methods to deal with them. • explain types of sealing and how to maintain quality while sealing. • discuss the importance of segregating rejects. • describe appropriate inspection methods that can be used. • discuss own responsibilities at work. 	<ul style="list-style-type: none"> • show how to identify and use different packaging materials as per the specifications provided. • show how to take the necessary action when materials do not conform to quality standards. • demonstrate how to report and replace identified faulty materials and parts which do not meet specifications. • show how to ensure the packaging is not damaged before or during packing. • show how to ensure the sealing is done properly. • demonstrate how to identify modifiable defects and rework them. • carry out work safely and at a rate that maintains workflow. • role-play of reporting to the responsible person when the workflow of other production areas disrupts work. • carry out quality checks at specified intervals according to instructions. • show how to apply the allowed tolerances. • perform how to identify faults and take appropriate action for rectification. • demonstrate how to maintain the required productivity and quality levels.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment and Other Requirements	
Basic Stationery, packaging material, etc., Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY(Digital Accessible Information System), Braille slates, Brailier typewriter, Stylus	

Module Name 12: Working in a Team

Mapped to HCS/N9908, V2.0

Terminal Outcomes:

- ☐ commitment and trust
- ☐ communication
- ☐ adaptability
- ☐ creative freedom

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • discuss the importance of being accountable for one's own role in the whole process. • discuss the importance of performing all roles assigned with full responsibility. • explain the ways of reporting the problems faced during the work completion process. • discuss why to talk politely with other team members and colleagues. • explain the importance of submitting daily reports of own performance. • discuss the benefits of adjusting in different work situations. • describe how to acknowledge and give due importance to other's point of view. • discuss why should an individual avoid conflicting situations. • explain the process of developing new ideas for work procedures • discuss the importance of improving upon the existing techniques to increase process efficiency 	
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Basic Stationery, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY(Digital Accessible Information System), Braille slates, Brallier typewriter, Stylus	

Module Name 13: 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: 20:00</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 demonstrate 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	
Basic Stationery, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System), Braille slates, Brailier typewriter, Stylus	

Module Name 14: Maintain Health, Safety and Security at Workplace

Mapped to HCS/N9913, V3.0

Terminal Outcomes:

- comply with health, safety and security requirements at work

<i>Duration: 10:00</i>	<i>Duration: 20:00</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	
Basic Stationery, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY(Digital Accessible Information System), Braille slates, Brallier typewriter, Stylus	

Module Name 15: DGT/VSQ/N0102Employability Skills

Mapped to DGT/VSQ/N0102, V1.0

Terminal Outcomes:

- 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

Duration: 60:00

Key Learning Outcomes

Introduction to Employability Skills Duration: 1.5 Hours

After completing this programme, participants will be able to:

1. Discuss the Employability Skills required for jobs in various industries
2. List different learning and employability related GOI and private portals and their usage

Constitutional values - Citizenship Duration: 1.5 Hours

3. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
4. Show how to practice different environmentally sustainable practices.

Becoming a Professional in the 21st Century Duration: 2.5 Hours

5. Discuss importance of relevant 21st century skills.
6. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.
7. Describe the benefits of continuous learning.

Basic English Skills Duration: 10 Hours

8. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone
9. Read and interpret text written in basic English
10. Write a short note/paragraph / letter/e -mail using basic English

Career Development & Goal Setting Duration: 2 Hours

11. Create a career development plan with well-defined short- and long-term goals

Communication Skills Duration: 5 Hours

12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.
13. Explain the importance of active listening for effective communication
14. Discuss the significance of working collaboratively with others in a team

Diversity & Inclusion Duration: 2.5 Hours

15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD
16. Discuss the significance of escalating sexual harassment issues as per POSH act.

Financial and Legal Literacy Duration: 5 Hours

17. Outline the importance of selecting the right financial institution, product, and service
18. Demonstrate how to carry out offline and online financial transactions, safely and securely
19. List the common components of salary and compute income, expenditure, taxes, investments etc.
20. Discuss the legal rights, laws, and aids

Essential Digital Skills Duration: 10 Hours

21. Describe the role of digital technology in today's life
22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
23. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely
24. Create sample word documents, excel sheets and presentations using basic features
25. utilize virtual collaboration tools to

work effectively Entrepreneurship Duration: 7 Hours

26. Explain the types of entrepreneurship and enterprises
27. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan
28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
29. Create a sample business plan, for the selected business opportunity

Customer Service Duration: 5 Hours

30. Describe the significance of analyzing different types and needs of customers
31. Explain the significance of identifying customer needs and responding to them in a professional manner.
32. Discuss the significance of maintaining hygiene and dressing appropriately

Getting Ready for apprenticeship & Jobs Duration: 8 Hours

33. Create a professional Curriculum Vitae (CV)
34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
35. Discuss the significance of maintaining hygiene and confidence during an interview
36. Perform a mock interview
37. List the steps for searching and registering for apprenticeship opportunities

Classroom Aids:

Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster

Tools, Equipment, and Other Requirements

1.Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below) As required 2.UPS As required 3. Scanner cum Printer As required 4. Computer Tables As required 5. Computer Chairs As required 6. LCD Projector As required 7. White Board 1200mm x 900mm As required

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate with 6-12 Months of experience in handicraft industry	Agarbatti Making and Finishing	6 months	Agarbatti Making and Finishing	6 months	Agarbatti Making and Finishing	NA

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: "Agarbatti Maker" mapped to QP: "HCS/Q7901"	Certified for Job Role: "Trainer(VET and Skills)" mapped to QP: "MEP/2601; V:2.0"	The Inclusive Trainer should be certified in Disability Specific Top Up on Visual Impairment conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. A Diploma in Computer Education (Visual Impairment)-D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred. Minimum 1 year's training experience is mandatory for training Persons with Blindness.

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	
Graduate with 6-12 Months of experience in handicraft industry	Agarbatti Making and Finishing	6 months	Agarbatti Making and Finishing	6 months	Agarbatti Making and Finishing	NA

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: "Agarbatti Maker" 'mapped to QP: "HCS/Q7901"	Certified for Job Role: "Assessor (VET and Skills)" mapped to QP:"MEP/2701; V:2.0	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 50% 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 Trainer

Persons with Blindness

Characteristics

- The Learning happens through non-visual modes mostly by Touch; hence it is recommended to use real, concrete materials.
- Listening will Include greater use of detailed and descriptive instructions.
- Training which relates to understanding of smell and taste, real & concrete material should be used. e.g., Job Role of Pickle making Technician may include training on smell and taste.

Guidelines for Trainers

- Use specialized material available (Braille, Taylor frame, Math's Kit).
- Use orientation and Mobility training.
- Reserve a seat in the front row of the classroom (or, closer to the teacher).
- Keep the passages and available open spaces in the classroom clear.
- When speaking with the student specifically, address her/him by name.
- Modify/adapt assignments.
- Provide students with tactile graphs and diagrams.
- Keep in mind, there may be instances when the student may not have had exposure to the material discussed in class and for which the persons may not have a prior experiences or references (for example, food in altered form: popcorn v/s whole corn, sliced mango v/s the whole fruit/shape; materials and sources: water-ice, vapor; curd-buttermilk; milk-cows), occupations (tailor, doctor, engineer).
- Use educational aids like talking books, tape-recorders.
- Minimize noise so that students can hear you speak.
- When speaking, face the class.
- If you feel the student is not attentive, touch her/ him on the shoulder or arm to draw attention; this also helps in indicating to the student that you are including her/him in your instructions and discussions.
- Braille versions when needed so that the VI child can follow the classroom's text-based teaching and lessons along with the sighted peers.
- Use real objects to allow the student to learn and experience.
- Provide students with tactile graphs and diagrams where available.

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. As et 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 onsite
OJT(R)	On-the-job training (Recommended); trainees are recommended The specified hours of training onsite
Procedural Knowledge	Proceduralknowledgeaddresseshowtodosomething,orhowtoperformatask.Itis 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